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ABSTRACT

During 1982-83, the Minnesota Migrant Education Program provided an array of individualized instructional and support services to 2,663 students aged 0-21 years. Program emphases were designated as improvement in academic achievement, expansion of secondary programs, and parental involvement. The program provided an intensive, short-term, full day, comprehensive academic program during the summer agricultural season, and an individualized, supplemental tutorial program during the regular school year. Summer projects included a preschool component for ages 0-5 and an elementary component for ages 5-21. Nine projects included a secondary evening component for ages 12-21. Summer projects emphasized oral language development and individualized instruction in reading and mathematics. Secondary evening programs allowed students to earn credit or accumulate hours toward partial credit for coursework completed during the summer in order to fulfill high school graduation requirements. Focusing on the activities and achievements of the summer and regular school year projects, this report lists the national and state goals for migrant education and presents information on identification and recruitment; staff development and project personnel; student academic achievement; parental involvement; interagency, interstate, and intrastate cooperation; information dissemination activities; and special projects. (NQA)

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Minnesota Migrant Education Program



1983 EVALUATION REPORT



Minnesota Department of Education

RC015202

MINNESOTA MIGRANT EDUCATION PROGRAM

**1983 EVALUATION REPORT
Title I/Chapter I ECIA Migrant Education**

**State of Minnesota
Department of Education**

**Dr. Ruth E. Randall
Commissioner**

This report describes the educational program implemented for eligible migrant children in Minnesota during fiscal year 1983 under Title I/Chapter I Migrant Education, as amended by the Education Consolidation and Improvement Act, Public Law 97-35. The information presented is a summary of evaluation reports submitted by each of the local projects which operated during this period, as well as information gathered during on-site observations by Minnesota Department of Education (MDE) staff.

This Minnesota Annual Evaluation Report is submitted in compliance with the United States Department of Education guidelines.

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Many individuals and organizations have contributed time and effort to promote educational opportunities for children of migrant workers. The staff of the Migrant Education Unit of the Minnesota State Department of Education would like to take this opportunity to acknowledge each individual contribution and to express special appreciation to:

- Staff of the local education agencies and volunteers from the communities which hosted Migrant Education projects.
- Members of the State and Local Parent Advisory Committees
- Migrant students and their parents
- Staff of support service agencies and cooperating organizations

A special note of appreciation must be made to the staffs of the Department of Education's Office of Planning and Evaluation, Office of Publications and Public Information, and the Word Processing Center for their assistance in the preparation of this report.

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I. GOALS OF MIGRANT EDUCATION

A. OVERVIEW

As the last traces of snow disappear from the asparagus fields in the southeastern corner of the State, migrant farm workers and their families begin to trickle into Minnesota. As the weather warms and the sugar beets are planted in the fertile Red River Valley, the trickle becomes a flood as thousands more workers arrive to weed and thin the beet crops. By midsummer migrant labor is needed for harvesting fresh vegetables for markets as far away as Chicago and Denver. From late summer to mid October some families stay to work in the canning and food processing plants.

Figure 1 shows the areas of the state where migratory workers are involved in agricultural activities. The shaded areas represent sugar beet acreage and processing, food processing, asparagus fields and vegetable harvesting.

Children of these workers have not always completed the school year in their home states; many will not return to their home base school in time to start the fall semester. Almost all of the children will attend classes in two or more different districts each school year. In most cases, children need supplementary instruction to help them acquire the skills necessary to progress in the educational system. They need experiences to enhance their self-confidence, broaden their expectations and stimulate their desire to learn. Secondary aged students may need to accumulate additional credits or hours toward completion of classes to graduate on schedule.

The Minnesota Migrant Education Program is designed to provide a comprehensive array of individualized instructional and support services to all eligible migrant students. In each area of the state where there is a significant number of children to be served, an educational project is established to serve the special needs of migrant students. The program has two distinct aspects: an intensive, short-term, full day, comprehensive academic program to serve migrant children during the summer agricultural season; and an individualized, supplemental tutorial program to assist eligible children who attend during the regular school year. This report will focus on activities and achievements in these two aspects of the Migrant Education Program in Minnesota during 1982-83.

The major emphases of the Minnesota Migrant Education Program in 1982-83 were designated as:

- . Improvement in Academic Achievement
- . Expansion of Secondary Programs
- . Parental Involvement

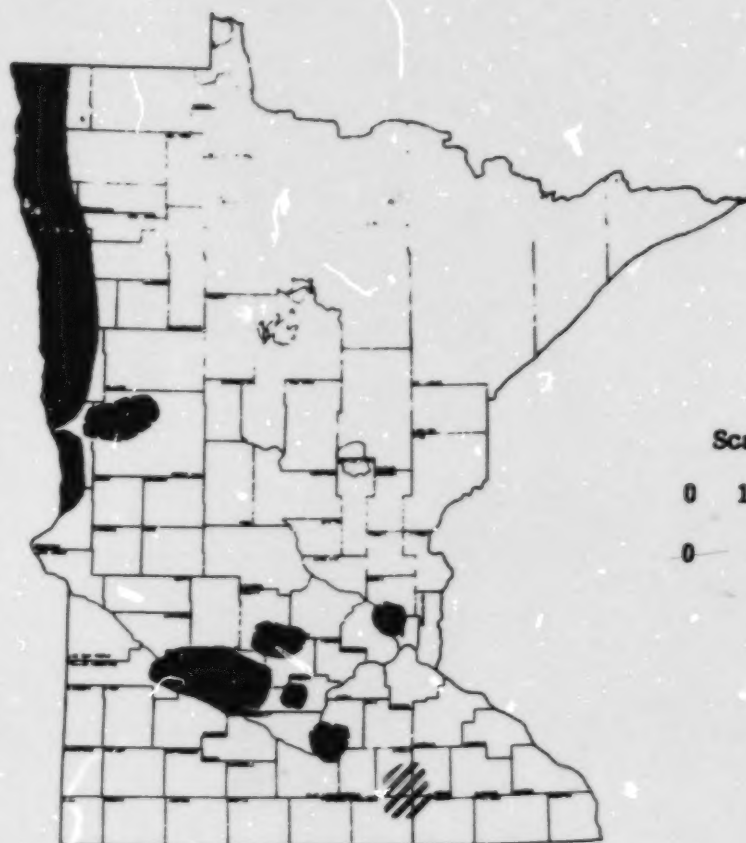
These areas are discussed in detail in the body of this report.

B. NATIONAL GOALS

The Minnesota Migrant Education Program is designed to meet the educational, nutritional and health needs of the children of migrant agricultural workers in accordance with national goals established by the U.S. Department of Education.

Figure 2

Map



Scale 1:3,000,000

0 10 20 30 40 50 MILES

0 20 40 60 80 KILOMETERS

Figure 1

Location of Migrant Agricultural Activities

 Sugar Beet Acreage and Processing

 Food Processing

 Asparagus Fields

 Vegetable Harvesting

These goals are:

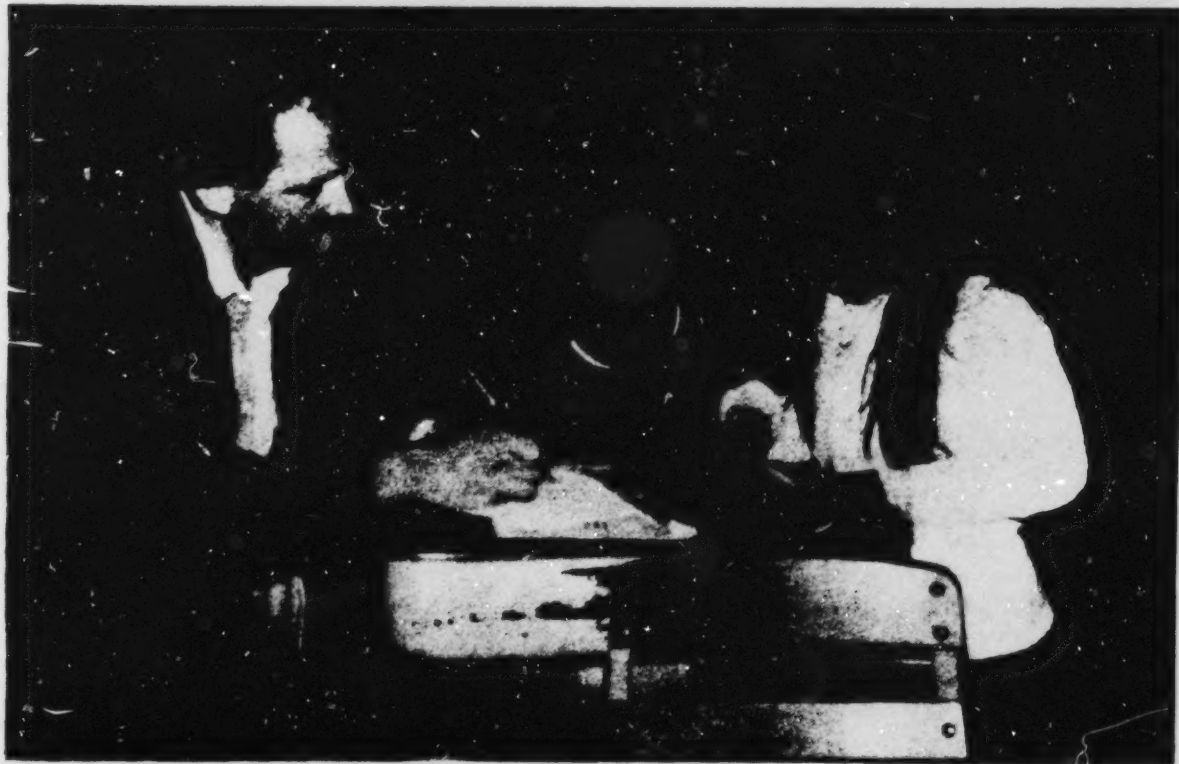
- To provide the opportunity for each migrant child to improve communication skills necessary for varying situations.
- To provide specially designed programs in the academic disciplines (language arts, reading, math, social studies) that will increase the migrant child's capabilities to function at a level concomitant with his potential.
- To provide programs that will improve the academic skills, prevocational orientation, and vocational skill training for older migrant children.
- To provide the migrant child with preschool and kindergarten experiences geared to his/her psychological and physiological development that will prepare him to function successfully.
- To provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.
- To implement programs, utilizing every available federal, state and local resource through coordinating funding, in order to improve mutual understanding and appreciation of cultural differences among children.
- To develop in each program a component of interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total education program.
- To develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.
- To provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.
- To provide a program of home-school coordination which establishes relationships between the project staff and the clientele served, in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.
- To increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

C. STATE GOALS

In order to respond with maximum effectiveness to the specific needs of migrant children during their temporary residence in Minnesota, state program goals have been identified and pursued.

- To provide migrant children with maximum opportunity to develop competencies in the basic skill areas of reading, mathematics, and oral communication by offering individualized instructional programs with low teacher/pupil ratios.
- To provide academic and vocational education opportunities to secondary-aged migrant students through participation in the Interstate Credit Exchange Program, so that students may receive credit toward graduation for the academic work they accomplished during the summer.

- To foster a positive attitude toward learning, and enhance the child's self-concept by providing a success-oriented learning environment which utilizes the language and cultural values of the migrant child.
- To provide comprehensive services in the areas of health, safety, and nutrition, including classroom instruction in personal hygiene, child abuse and safety emergency preparedness, and good nutrition, as well as dental and medical care and daily meals.
- To encourage active parental involvement in the migrant education program through the formation of parent advisory councils.
- To provide opportunities for staff development in the areas of cultural understanding and Spanish language proficiency, as well as instructional techniques and curricular alternatives.





II. IDENTIFICATION AND RECRUITMENT

Recognizing the importance of identifying migrant families as the first step to providing service, special attention was given to increasing the efficiency of outreach efforts. Each of the fifteen projects employed at least one outreach worker whose primary responsibility was to locate migrant families in the area and enroll eligible children in the Migrant Student Record Transfer System. The majority of the outreach workers were bilingual Spanish speakers in order to facilitate recruitment. They were provided with intensive training in identification and recruitment techniques and data collection procedures. Recruitment activities were coordinated with other agencies that serve the migrant population such as Tri-Valley Opportunity Council and the Migrant Health Services, Incorporated. Data collected through outreach efforts are indispensable to effective planning and evaluation activities.

Table 1 shows that in 1982-83 there were 3,855 students identified; of these, there were 2,663, or 69 percent, of students age 0-21 who were served by summer and school year tutorial projects. On page 14 a breakdown of the summer data by age categories shows that the greatest number of students served were age 0-12, 92 percent of 4 year olds, 94 percent of 5 year olds and 92 percent of the 8-12 year olds were served. Although the program was somewhat less successful in serving older students, 56.4 percent of those age 12-17 who were identified were served. Few secondary aged students attend the summer day program on a regular basis because of work commitments; however, the evening program showed small gains. Special recruitment efforts were made during the summer of 1983 to identify secondary students and to encourage them to attend the alternative secondary projects in the evening. While many secondary-aged students 12-21 were served, a considerable number of students 18-21 did not participate in the summer projects because they chose to work.

The total number of students identified age 0-21 during the summer decreased by 17 percent from last year, however, the number of students served increased by two percent this year.

Eight school districts implemented tutorial projects to assist eligible migrant students who required special tutoring to succeed in the regular district curriculum. Tutorial projects conducted during the school year served 92 percent of the identified students age 5-21. Because of graduation age and school compulsory attendance laws, very few age 18-21 students attend during the regular school year. Tutorial projects do not include a pre-school component.

Table 1

Summary of Migrant Students Identified and Served in 1982-83 by Age Group

	Age 0-4		Age 5		Age 6-11		Age 12-17		Age 18-21		Total	
	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served
Summer Projects	786	726	140	132	934	858	1,101	621	519	107	3,480	2,444
Regular School Year Tutorial Projects	55	1	22	15	157	130	119	71	22	2	375	219
TOTAL	841	727	162	147	1,091	988	1,220	692	541	109	3,855	2,663

Figure 2

Home Base of Migrant Students



Summer Projects		
State	Number of Families	Number of Students
Arizona	2	13
California	3	12
Florida	13	48
Idaho	3	14
Illinois	3	8
Iowa	3	8
Michigan	1	2
Minnesota	29	100
North Dakota	1	1
Oklahoma	1	4
South Dakota	1	2
Texas	938	3,212
Washington	19	49
Wisconsin	8	17
Sub-Total Summer Projects	1,026	3,488
Regular Year Tutorial Projects		
California	1	7
Iowa	1	1
Indiana	2	11
Florida	1	2
Minnesota	48	153
Texas	91	291
Sub-Total Regular Year	114	375
TOTAL	1,139	3,863

Table 2**Beginning and Ending Dates of Projects****1983 Summer Projects**

District No.	Project Sites	Dates of Operation	Duration (Days)
437	Argyle	June 6 - July 22	35
146	Barnesville	June 6 - July 15	30
646	Bird Island	June 6 - July 15	30
756	Blooming Prairie	May 11 - July 15	45
846	Breckenridge	June 6 - July 23	35
852	Campbell-Tintah	June 6 - July 22	35
593	Crookston	June 6 - July 15	30
	Grand Forks, N.D.	June 6 - July 22	35
524	Halstad	June 6 - July 22	35
354	Kennedy	June 6 - July 15	30
129	Montevideo-Ramsey	June 6 - July 15	30
129	Montevideo-Sanford	June 6 - July 15	30
152	Moorhead	June 6 - July 22	35
761	Owatonna	May 12 - July 15	47
654	Renville	June 6 - July 15	30

1982-83 Regular School Year Tutorial Projects

District No.	Project Sites	Dates of Operation	Duration (Days)
731	Arlington-Green Isle	Aug. 11 - Oct. 11	30
756	Blooming Prairie	Aug. 30 - May 27	176
112	Chaska	Aug. 30 - June 2	172
201	Claremont	Aug. 23 - Nov. 13	78
894	Granite Falls	Jan. 3 - June 3	106
442	Oelo	Aug. 24 - May 27	83
625	St. Paul	Aug. 23 - June 10	176
347	Willmar	Sept. 1 - June 3	176

In an effort to strengthen and expand the tutorial component of the program, the state agency initiated Project Find in cooperation with the Tri-Valley Opportunity Council. Project Find is an outreach effort to determine the number and location of current migrant children who will remain in Minnesota for the start of the regular school year. School superintendents were then notified of migrant families in the district and technical assistance was available to help develop and implement a tutorial program. Project Find identified 325 eligible migrants age 6-21 in 194 families.

Figure 2 provides data on the home base state and the number of families and students that migrated to Minnesota in 1982-83. Migrants came from 15 states including Minnesota. Figure 2 shows a total of one thousand one hundred thirty-eight (1,138) families and three thousand eight hundred fifty-five (3,855) students. Eight-nine percent (3,413) of all the children identified came from Texas.

Table 2 lists the project sites, beginning and ending dates, and the duration of each project for both summer and regular school year projects. Two of the summer projects, Blooming Prairie and Owatonna, operated for 45 days or more; six projects operated for 35 days and the remaining seven projects operated for 30 days.

Although some school year tutorial projects operated the entire regular school year (176 days), others lasted from 30 to 83 days to accommodate the migrant families still in the school district area.

Table 3 provides a detailed distribution of the children shown in the summary table cited earlier in this report. Three project sites, Moorhead, Halstad, and Bird Island had the

Table 3

Number of Migrant Students Identified and Served
By Project Sites and Age Group

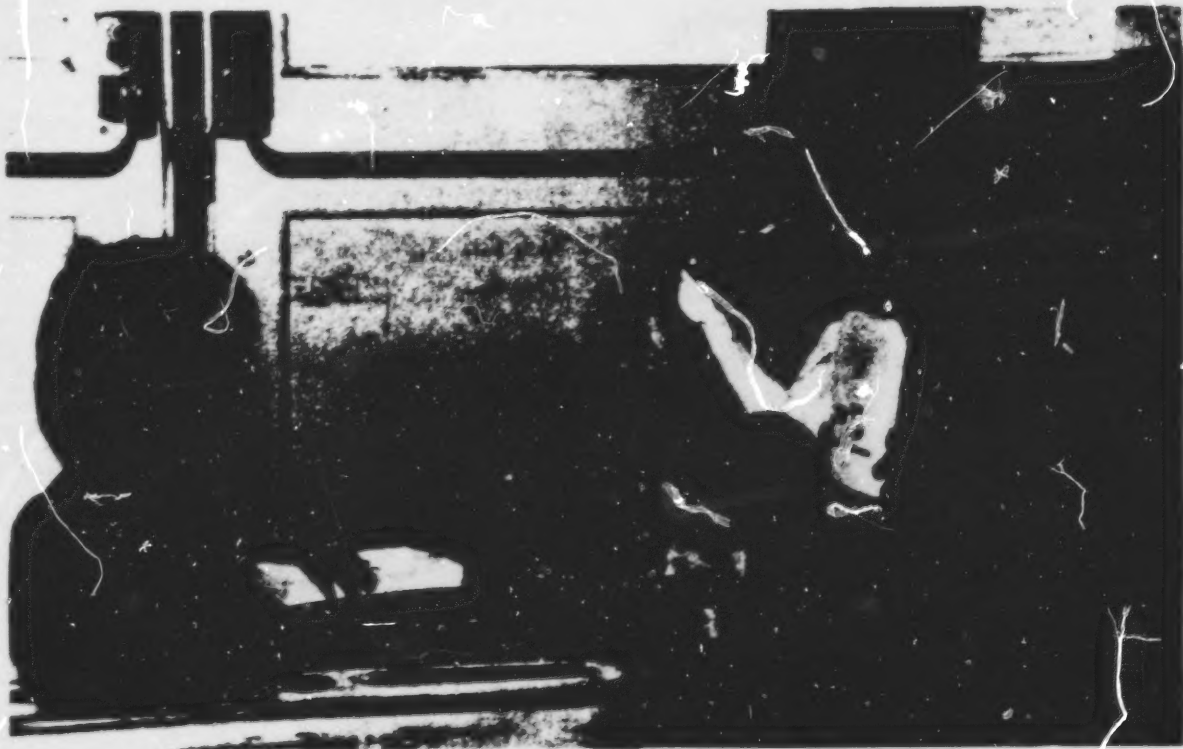
Project Sites	Age 0-4		Age 5		Age 6-11		Age 12-17		Age 18-21		Total	
	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served
Argyle	21	19	5	5	33	32	29	8	10	-	98	85
Barnesville	27	18	10	10	42	36	52	21	27	-	182	84
Bird Island	80	57	12	11	94	93	104	82	42	7	312	250
Blooming Prairie	58	53	9	8	89	88	87	38	44	1	257	158
Breckenridge	38	34	8	8	83	82	85	27	33	4	207	135
Campbell-Tintah	42	40	4	4	36	33	60	28	39	11	186	118
Crookston	49	46	8	8	59	55	55	18	25	0	194	123
Grand Forks	58	54	12	10	82	44	78	25	22	4	180	137
Halstad	114	113	21	19	131	124	130	71	18	4	414	331
Kennedy	32	32	3	3	30	30	37	32	18	14	120	111
Montevideo-Ramsey	48	40	8	4	48	42	81	7	42	0	203	93
Montevideo-Sanford	35	31	8	7	51	41	98	81	54	10	284	170
Moorhead	98	84	20	20	140	121	164	107	80	9	502	341
Owatonna	49	49	9	9	51	48	80	85	40	42	209	233*
Renville	37	38	7	7	48	42	81	11	25	1	178	97
TOTAL (Summer)	788	728	140	132	934	858	1,101	621	519	107	3,480	2,444

Project Sites	Age 0-4		Age 5		Age 6-11		Age 12-17		Age 18-21		Total	
	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served
Arlington-Green Isle	4	1	3	1	8	8	5	2	3	-	23	10
Butterfield	11	-	3	2	18	9	18	8	2	-	50	19
Chaska	-	-	-	-	-	-	3	1	-	-	3	1
Claremont	5	-	3	3	30	24	21	10	4	-	83	37
Granite Falls	4	-	2	2	12	11	5	4	1	-	24	17
Oelo	9	-	1	-	9	5	9	5	3	-	31	10
St. Paul	22	-	8	7	75	73	55	39	7	1	187	120
Willmar	-	-	2	-	5	2	5	2	2	1	14	5
TOTAL (Regular)	55	1	22	15	157	130	118	71	22	2	375	219

*Includes students age 12-21 from Blooming Prairie.

largest number of students identified. The children from these three sites represent 37 percent of all the students identified for the summer program. Several projects showed an unusually high percentage of secondary students served. These projects served students in alternative evening programs who were initially identified at different sites, but not served at the identifying site.

The St. Paul Migrant Tutorial Project, which is the largest Tutorial Project in Minnesota, served 120 students or 55 percent of the total number of students served in the regular school year program.





III. STAFF DEVELOPMENT AND PROJECT PERSONNEL

The Minnesota Migrant Education Unit continues to promote staff development activities for project personnel as a priority for continued emphasis. More than 100 hours of in-service training was provided by MDE staff in all areas of project development and implementation. Training was provided through administrative conferences, instructional in-service workshops and support staff training sessions for both summer and regular school year tutorial projects.

The major effort of the staff development activities were the Spring regional in-service workshops held for all project staff - administrative, instructional and support - before the start of the summer projects. These workshops focused on the following objectives:

- Increase competence of the staff in the teaching of basic skill areas, particularly oral language development and reading;
- Increase available materials and resources in the areas of language and culture;
- Increase competence of the staff in the teaching of career awareness and occupational skills;
- Increase accuracy in recording family information, educational and health data, and program statistics;
- Train staff in effective use of the new Migrant Student Record Transfer System (MSRTS)

Two regional workshops were held in Montevideo on April 15-16, and at Moorhead on May 13-14. During the April 15-16 workshop, 5 project coordinators, 25 teachers, 4 aides, and 5 secondary coordinators from Bird Island, Blooming Prairie, Montevideo, Owatonna, and Renville participated. The 25 teachers comprised 89 percent of the instructional staff that attended. In addition, support personnel were also in attendance. These support groups were comprised of 13 MSRTS clerks, 14 outreach workers, and 2 terminal operators.

The second regional workshop, held at Moorhead on May 13-14, was attended by 79 staff members comprising of one superintendent, 8 coordinators, 6 secondary evening staff, 10 teacher aides, and 54 elementary instructional staff. The elementary instructional staff participation accounted for sixty-eight (68%) percent.

The SDE obtained consultants to help make the workshops more successful. Invited consultants were from MSRTS in Little Rock, Arkansas, Texas Interstate Project, Tri-Valley Opportunity Council, University of Minnesota, North St. Paul Public Schools, St. Paul Area Vocational-Technical Institute, Texas ACCUTRAK Reading Systems, Rural Minnesota Concentrated Employment Program, Ballard and Thighe, Inc. - IDEA, Oral Language Program, Indiana Parent Involvement Network, and the State of Indiana Materials Resource Center. All of the agencies mentioned above were instrumental in making the 1983 Migrant Program workshops and inservice training successful.

Table 4 shows the month-by-month staff development activities of the Migrant Education Program in the local projects.

Table 4**1982-83
Staff Development Activities**

Date	Location	Participants	Objectives
September 23 & 24	St. Paul	All Migrant Tutorial Project Staff from Oslo, Arlington, St. Paul, and Green Isle	To familiarize staff with the necessary forms and procedures for the Tutorial Program
October 5	Claremont	Claremont & Blooming Prairie	To familiarize staff with the necessary forms and procedures for the Tutorial Program
October	St. Paul	St. Paul Schools Migrant Tutorial Staff	To instruct staff in the interpretation of academic and medical information con- tained in Migrant Student Transfer Record System. To instruct staff in coding of medical and academic information upon student withdrawal. To update staff on medical and academic information.
October (2 mornings)	St. Paul	St. Paul Schools MSRTS Clerk	To assist new clerk in setting up a system to meet federal regulations regarding access to student information.
October 28-29	Brainerd	All Project Coordinators, Superintendents, and School Board Members	To give LEA decision-makers and admini- strators an opportunity to become aware of new administrative procedures that will impact regular and summer migrant projects.
December 17 & 18	Brainerd	Summer Project Coordinators, Resource Teachers and Secondary Lead Teachers	To provide information necessary for the completion of the summer projects applica- tion form. To receive input from LEAs staff relevant to the needs of their individual projects.
September - January	Statewide	Tutorial Projects One visit to each regular school year project site	To provide on-site technical assistance (i.e., student recruitment & identification parental involvement, assessment, instruc- tional materials and models, application and evaluation writing, etc.) to estab- lished, as well, as prospective and new tutorial projects.

Date	Location	Participants	Objectives
February	Moorhead	Elementary and Secondary Summer Projects, Resource Teachers, and Coordinators	To discuss usage and effectiveness of existing reading and math curriculum. To expand resources for oral language form. To exchange information on successful innovative student activities, curriculum, staffing, resources, etc.
February 17	St. Paul	Summer Project Resource Teachers	To introduce the ACCUTRAK reading system.
March 21	St. Paul	Summer Project Resource Teachers	To expand the resources for the teaching of oral language.
March 21	St. Paul	Summer Projects Secondary Lead Teachers	To develop uniform procedures in the writing of learning packets
April 21, 22, 23	Brainerd	Summer Projects Nurses	To instruct in coding of medical records
April	Montevideo	All Elementary and Secondary Project Staffs, SPAC	To participate in specialized sessions according to position occupied in project.
May	Moorhead		To provide an opportunity to exchange ideas and experiences with other LEA project staff at the annual project session. See Appendix A for workshop agenda.
June-July	State-wide Site Visits	All Projects	To provide on-site technical assistance as needed. To assure that proper evaluation procedures will be implemented.
July 25	Fergus Falls	Representatives from all Summer Projects	To evaluate the effectiveness of the summer program.

Project Personnel

Figure 3 lists the superintendents, project coordinators, and contact persons for the 1982-83 Migrant Education projects; few personnel changes occurred from the pervious year.

Table 5 shows the number of summer project personnel by position, bilingual status, and number of years, in the Migrant Education Program. A special ceremony was held this year for the first time at the Evaluation Workshop to recognize coordinators and resource teachers who have worked in the summer project for 10 years or more. A total of 19 people were awarded a Recognition certificate at this event. A copy of the certificate can be found in Appendix B on page 58.

Figure 3

Superintendents, Project Coordinators and Contact Persons



Victor D. Sletten, Supt.*
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Argyle, MN

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Arlington/Green Isle, MN

Edward Thompson, Supt.*
Glen Filippi, Coord.
Barnesville, MN

Virgil Green, Supt.*
Sharon Saverson, Coord.
Bird Island, MN

Maurice McFarlin, Supt.***
Phyllis Dandalet, Coord.
Blooming Prairie, MN

Robert J. Meindl, Supt.*
Neil Ross, Coord.
Breckenridge, MN

Richard H. Link, Supt.*
Delmer Voss, Coord.
Campbell-Tintah, MN

Roger Amundson, Supt.**
Lennis G. Gaarder, Dir. of Spec. Serv.
Chaska, MN

Ronald J. Schuster, Supt.**
Claremont, MN

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Chester J. Flack, Supt.**
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Jerald Nesland, Supt.*
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Halstad, MN

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Louis Deere, Coord.
Kennedy, MN

Ralph D. Norland, Supt.*
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Norman Felde, Coord.
Moorhead, MN

Vern Pfeifer, Supt.**
Derrill Liffing, Coord.
Oslo, MN

David R. Landsverk, Supt.*
Paul Molstre, Coord.
Owatonna, MN

Ivan P. Eckstrom, Supt.*
Rodney Nakagaki, Coord.
Renville, MN

Dr. George Young, Supt.**
Jean Pinkerton, Consult. to Fed. Proj.
Inez Streasick, Coord.
St. Paul, MN

Lowell Melbye, Supt.**
Willmar, MN

*Summer Project
**Regular School Tutorial Projects
***Summer and Tutorial Projects

Table 5

Number of Summer Project Personnel by Position, Bilingual Status, and Number of Years in Migrant Education Program							
Day Program							
Position	Number	FTE	Number Bilingual	Years in Program			
				1	2	3	More Than 3 Years
<u>Coordinator</u>	15	14.8	1	0	1	0	14
<u>Instructional Staff:</u>							
Resource Teacher	15	13.7	1	0	0	1	14
Classroom Teacher	71	70.0	18	10	14	6	41
Enrichment Teacher	50	34.4	10	15	5	4	26
Educational Assistant	30	28.0	27	8	11	5	6
Program Aide	47	45.4	28	14	10	6	17
Total Instructional	213	191.5	84	47	40	22	104
<u>Support Staff:</u>							
Outreach Worker	15	14.5	12	2	1	2	10
Nurse	15	14.5	1	4	2	1	8
Clerical	17	16.4	1	5	2	2	8
MSRTS Clerk	15	13.8	2	3	1	3	8
Food Service	30	28.4	2	7	3	1	19
Custodian	29	22.6	2	10	9	5	5
Bus Driver	44	30.9	1	6	4	3	31
Other	9	4.7	4	3	0	1	2
Total Support	174	145.5	25	43	22	18	91
Total Day	402	351.8	110	90	63	40	209
<u>Evening Program</u>							
Position	Number	Average Hours Per Day	Number Bilingual	Years in Program			
				1	2	3	More Than 3 Years
Coordinator	4	6	0	0	0	1	3
Resource Teacher	6	10	1	0	1	0	5
Classroom Teacher	29	8	12	14	2	2	11
Educational Assistant	7	5	4	3	3	1	0
Outreach Worker	5	12	5	1	2	1	1
Driver	15	5	0	5	2	0	8
Other (Home Liaison)	3	5	1	1	0	1	1
Total Evening	69	49	23	24	10	6	29
Grand Total	471	400.8	133	114	73	46	238



IV. ACADEMIC ACHIEVEMENT

The Minnesota Migrant Education Program is designed to provide districts with maximum flexibility in program design and delivery system. Two different project models are currently in operation. The Summer School projects offer full day, pre-school and elementary programs with specified curricula in reading, mathematics, and oral language; specific subject area courses are offered to secondary students through an alternative evening program. Regular school year Tutorial Projects provide one-to-one or small group tutoring in oral language and basic skills; secondary students may also receive tutoring in content area classes.

A. Summer School Projects

All summer school projects included both 1) a preschool component for age 0-5, administered by the Tri-Valley Opportunity Council and funded through cooperative arrangements with the State Department of Public Welfare, Chapter I Migrant, and Headstart; and 2) an elementary component, which serves age 5-21. Nine projects included a secondary evening component, which serves age 12-21.

Although brief in duration (six to ten weeks), the summer projects provide a complete instructional program with a strong emphasis on oral language development, as well as individualized instruction in reading and mathematics. Projects also provide experiences to enhance students' bilingual/bicultural background, broaden their horizons and improve their self-image. Science, social studies and career awareness activities were included in most projects. Also included were enrichment activities for the development of motor skills and artistic interests.

Three areas of the curriculum have been selected as having prime importance in meeting the academic needs of migrant students in Minnesota:

- Oral Language Development
- Reading
- Mathematics.

Tables (6-8) show the extent of academic achievement of migrant students at each grade level, in oral language, reading, and mathematics. Only gains of students who attended 23 days of school or more are included in these tables. Because of the short duration of the summer projects and the lack of standardized evaluation instruments to measure such gains, heavy reliance was placed on teacher judgement and subjective evaluation procedures in arriving at the data presented in these tables.

1. Oral Language Development

Almost all of the migrant students who come to Minnesota are of Mexican-American parentage and are predominantly Spanish-speaking. Therefore, all components and activities of the curriculum emphasized oral communication and oral language skill development in English.

Table 6, shows the distribution of the pre- and post-scores in oral language development as measured by the Individualized Developmental English Activities (IDEA) Oral Language Program. The IDEA oral language program is divided into six skill areas: Vocabulary, following directions, descriptive words, grammatical structure, articulation and verbal expression. Each skill area has eight sequential levels of difficulty. A pre-test was administered to determine each student's level of proficiency for appropriate placement and instruction. Objectives were identified and activities were carried out by teachers on an individualized basis or small group instruction. A comparison of the pre- and post-placement data indicates that progress was made in all levels, with the greatest gains made in the first three levels. Fewer gains were made in subsequent levels due to an increase in the difficulty of the skills to be mastered.

Five hundred nine students, or 79 percent, accomplished a minimum of three or more oral language objectives.

Table 6

**Distribution of Gains Made by Students as Shown by the
Level Indicated by the Pre- and Post-Test of the
Individualized Developmental English Activities
(IDEA) Oral Language Program**

Level of Difficulty	Number of Students Pre-Tested	Number of Students Post-Tested
I	149	83
II	132	140
III	109	129
IV	102	112
V	63	77
VI	18	40
VII	35	35
VIII	37	49
Total Number of Students Tested	645	645

Number of Students Who Accomplished

Five Objectives	Four Objectives	Three Objectives	Two Objectives	One Objective
207	128	176	76	60

2. Reading

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Test administered to migrant children show that the majority of the children were below grade level in reading skills. All summer projects used the Sullivan Reading Program, which is a highly individualized and linguistically oriented program, which allows each child to progress at his/her own rate. The children were placed in the program according to results of placement tests, teacher judgement and performance on periodic progress tests.

Table 7 shows pupil gains in reading as measured by teacher judgement, and achievement tests accompanying the reading program. The completion of one book in the reading program equaled one month's growth in reading ability.

The data in Table 7 shows that 370, or 53 percent, of the students enrolled gained three or more months in reading. Overall, 861 or 95 percent of the students gained at least one month or more of reading instruction.

Table 7

Estimated Gains in Reading for 1983 Summer Projects

Grade Level	Gains in Months							
	3 or more		2		1		Less than a month	
	N	%	N	%	N	%	N	%
K	25	38	9	14	26	39	6	9
1	59	44	28	19	32	24	18	13
2	45	52	14	16	23	27	4	5
3	58	53	19	17	30	27	2	3
4	61	58	26	25	17	16	1	1
5	60	63	18	18	18	19	2	2
6	22	45	7	14	20	41	0	0
7	12	71	3	19	1	5	1	5
8	2	40	1	20	0	0	2	40
9	8	88	0	0	0	0	1	12
10	5	56	2	22	0	0	2	22
11	7	78	2	22	0	0	0	0
12	6	86	1	14	0	0	0	0
N = 700	370	53%	124	18%	167	24%	39	5%

3. Mathematics

Although assessment data showed that the migrant children enrolled in the projects perform at a higher level in mathematics compared with reading instruction, mathematics is still a major focus of the Migrant Education academic effort. Children were placed into the Individual Program Instructional (IPI) and other math programs according to results of placement tests. Objectives were determined and recorded, and achievement was measured through correlating progress tests. Programmed instruction was supplemented by drills, computer games, manipulative materials, and practical real-life experiences.

In Table 8, mathematics achievement is measured by Individual Skill Strand Levels, Progress Tests accompanying the mathematics materials, and teacher judgement.

Table 8 shows the progress of 675 students in grades K-12 in terms of months gained after mathematics instruction. Six hundred two, or 89 percent, of the students gained from one to three months in mathematics.

Table 8

Estimated Gains in Mathematics for 1983 Summer Projects

Grade Level	Gains in Months							
	3 or more		2		1		Less than a month	
	N	%	N	%	N	%	N	%
K	18	26	19	28	21	31	10	15
1	21	16	31	24	59	46	18	14
2	29	31	22	23	30	32	13	14
3	37	38	24	23	38	37	4	4
4	33	31	33	31	32	30	9	8
5	24	27	21	24	30	34	14	15
6	8	15	14	25	30	55	3	5
7	7	44	5	31	3	19	1	6
8	1	20	2	40	2	40	0	0
9	2	50	1	25	0	0	1	25
10	2	67	0	0	1	33	0	0
11	1	100	0	0	0	0	0	0
12	1	100	0	0	0	0	0	0
N = 675	184	28%	172	25%	246	36%	73	11%

4. Other Instructional and Enrichment Activities

All migrant education projects made an attempt to integrate the migrant child's cultural background into the curriculum while stimulating his/her awareness of and curiosity about the world around him/her.

Mexican-American cultural activities were conducted at some sites in order to enhance the child's appreciation of his own language and culture and to strengthen the migrant student's self-image. Bilingual/bicultural teachers were hired, whenever possible, to provide instruction and to serve as role models at the local projects.

Music and art activities were offered at each site; specialized teachers were employed when the size of the enrollment made it feasible.

Physical education activities were a key component of every summer project. Almost every project had access to school or community swimming pools. Swimming instruction is a favorite summer program activity.

Field trips were an important enrichment activity in every project, since they were used to broaden knowledge, provide career awareness, improve vocabulary, and strengthen verbalization skills. Children visited the work places and had personal contact with various people in many occupations.

A sample of enrichment activities that were reported by summer projects can be found in Appendix C on page 59. Some of the activities were implemented school-wide or in individual classrooms and were conducted in school facilities, or in the local communities.

Reading Is Fundamental (RIF)

All migrant children age 5-21 attending the migrant summer projects participated in the Reading Is Fundamental (RIF) Program. The paperback books in RIF are selected and ordered by the teachers and distributed to all children during the operation of the projects. RIF distribution days were one of the highlights of the summer project since teachers developed creative and innovative ways in which to motivate students in the philosophy that reading is fundamental.

A total of 3,800 books were distributed to summer project students.

5. Secondary Evening Summer Projects

Continuing emphasis on program development for secondary aged students has resulted in significant expansion of educational offerings and curricular material. This past year two sites, Campbell-Tintah and Halstad, added an alternative evening component to their projects, bringing to nine the number of projects with a secondary program.

More credit-bearing courses were offered this year: Besides English composition and grammar levels I through IV, sites offered American and/or world literature, remedial reading and ESL; mathematics courses included fundamentals of math I and II, introduction to algebra, algebra I and II, geometry and trigonometry; several sites offered social studies courses in U.S. history, world history, civics, U.S. government and career education; other courses included driver's education, typing and woodworking. In addition, non-credit tutoring in GED preparation was provided at three sites to eligible students.

The major emphasis of the secondary evening program is to allow students to earn credit or accumulate hours toward partial credit for coursework completed during the summer in order to fulfill high school graduation requirements. Evening programs provide students with opportunities to continue or complete courses at their home-base school. Records of the students' achievement and attendance were forwarded to their home-base school through the Texas Interstate Credit Exchange Program. In addition, at the direction of the SEA, most projects furnished and forwarded actual transcripts for those students who earned credit.

Table 9 below indicates that 335 students attended alternative evening programs during the summer of 1983. Of this number, 246 students, or 73.4 percent attended a sufficient amount of time (9 hours) to receive credit or accumulate hours toward credit.

These numbers do represent a 9 percent decrease in the number served (368) from last year. However, when compared to a decrease of 17.1 percent in the total number of students identified and a 14.3 percent decrease in the number served, it can be inferred that the proportion of identified students served by secondary evening programs is stable, and even growing at some sites.

Table 9

**Number and Percentage of Secondary Students
Whose Credits Were Forwarded to Their Home-Base Schools**

PROJECT	NUMBER OF STUDENTS:									PERCENTAGE
	Identified			Served ¹			Who Earned Credit	Who had Hours Transferred	Total	
	12-17	18-21	Total	12-17	18-21	Total				
Bird Island	104	42	146	23	5	28	21	3	24	86%
Breckenridge	85	33	98	13	4	17	4	9	13	76%
Campbell-Tintah	60	39	99	14	11	25	9	11	20	80%
Grand Forks	36	22	58	8	4	12	10	--	10	83%
Halstad	130	18	148	6	2	8	2	3	5	63%
Kennedy	37	18	55	15	4	19	14	1	15	79%
Montevideo	96	54	150	44	10	54	31	11	42	78%
Moorhead	164	80	244	43	8	51	13	19	32	63%
Owatonna/ Blooming Prairie	141	84	225	79	42	121	43	42	85	70%
TOTAL	833	390	1,223	245	90	335	147	99	246	73.4%

¹ Students who attended at least one evening class were counted as served.

² Credit or class hours were transferred for only those students who attended at least three evenings or nine class hours, whatever was less.

In addition, it should be noted that 47 students counted as attending were participating in career awareness activities which were non-credit courses; this had the effect of lowering the ratio of students attending to those receiving credit or hours toward credit (see percent column of table 9). The majority of students (95%) who earned credit or hours toward credit were in the 12-17 age group.

Most of the students age 18-21 who attended the evening program participated in GED preparation classes. More than 75 percent of the students tutored in GED passed at least one test toward their GED certificate. The second highest area of participation for students age 18-21 was career awareness.

This summer, 376 students age 12-17 attended the day program, an increase of 130% over last year. The majority of this increase is represented by "rainy day" students. A rainy day student is typically a student age 14-18 who attends the day program only when weather or crop conditions preclude field work. This student attends fewer than 10 days during the course of the project.

Responding to requests for technical assistance to meet the instructional needs of these students, the MDE initiated the development of individualized learning packets for older occasionally attending students.

A group of secondary teachers with experience in teaching migrant students was convened to develop a series of individualized packets that could be used by the rainy day students with a minimum of teacher supervision. Twenty-five packets, written at various reading levels, were developed; they covered subject matter such as reading, mathematics, home economics, history, geography, career education, and survival skills. The packets were non-consumable, suitable for individual or small group use, contained a pre- and post-test, could be completed in 1-2 hours and utilized at least two learning activities. Sets of the learning packets were distributed to all projects prior to the start of the summer session. Evaluations completed by project personnel indicated that 13 of the 15 sites used the packets with more than 150 students; student and teacher reaction was generally favorable and very positive.

6. Special Projects

a. Language Assessment Scales Project

The Language Assessment Scales (LAS) Project was conducted this summer at Owatonna and Blooming Prairie by Dr. Rene Cisneros and Dr. Elizabeth Leone, two trained bilingual bicultural linguists. The purpose of this project was to gather a representative sample of standardized Spanish/English oral language proficiency levels for migrant students attending the west central summer projects. The results from this sample group will be used to further refine and prioritize the oral language, reading, math, and ESL curriculum and languages-related aspects of other subjects in the summer project curriculum so as to maximize the educational impact of students during this short period of attendance.

Based on its proven validity, appropriateness and effectiveness in assessing the English and Spanish proficiency of bilingual Spanish-speaking students, the LAS was chosen as the assessment instrument. A total of 138 students age 8-18 were tested, resulting in 138 tests in English and 118 tests in Spanish. However, for purpose of the analysis of the test results, only the tests of the 116 students who took both the Spanish and English LAS are considered. Of the 116 LAS tests analyzed, 71 are LAS Level I tests, and 45 are LAS Level II tests; and of the 116 LAS tests 58 are from Blooming Prairie and 58 are from Owatonna.

The following tables provide is a summary of the individual scores by final English and Spanish proficiency levels.

Table 10 shows that of the 71 students who took the English Level I, 34 students, or 48 percent, scored a final level of three or below. Of the 45 students who took the English LAS Level II, 26 students, or 58 percent, scored a final level of three or below. A final level score of three or below constitutes a Limited English Proficiency (LEP). The combination of Level I and II final levels result in 60 out of 116 students who scored at a final level of three or below. That is 52 percent of the student population in Blooming Prairie and Owatonna Summer Migrant projects are limited in their English proficiency and in need of English as a second language instruction.

Table 11 indicates that of the 71 students who took the Spanish LAS Level I, 68 students, or 96 percent of the students, scored a final level of four or above. Of the 45 students who took the Spanish LAS Level II, 41 students, or 91 percent, scored a final level of four or above. A final level score of four or above constitutes fluency in the language in this case, Spanish. One hundred and nine out of 116 students scored a final level of four or above. The combination of the Spanish LAS Level I and II result in 94 percent of the student population in Blooming Prairie and Owatonna are fluent in their Spanish oral language proficiency.

Based on the average final English score of the students who took the LAS I Table 12, 60 percent of them scored below Level III indicating a Limited English Proficiency (LEP). Of the total number of students who took the LAS II Table 13, 88 percent of them scored below Level III. A closer look at the individual project Level II scores would indicate a truar picture of the consistent growth of language among this group. However, due to the small student sample in this group, this progression is obscure on this chart by various factors mainly the extremely low scores of two individual who the tester suspected had severed learning difficulties. In summary the results of the averaged scores by age indicate that the greatest need for English oral language development exists at the elementary level ages 8-12.

Table 10

English LAS I & II Blooming Prairie/Owatonna

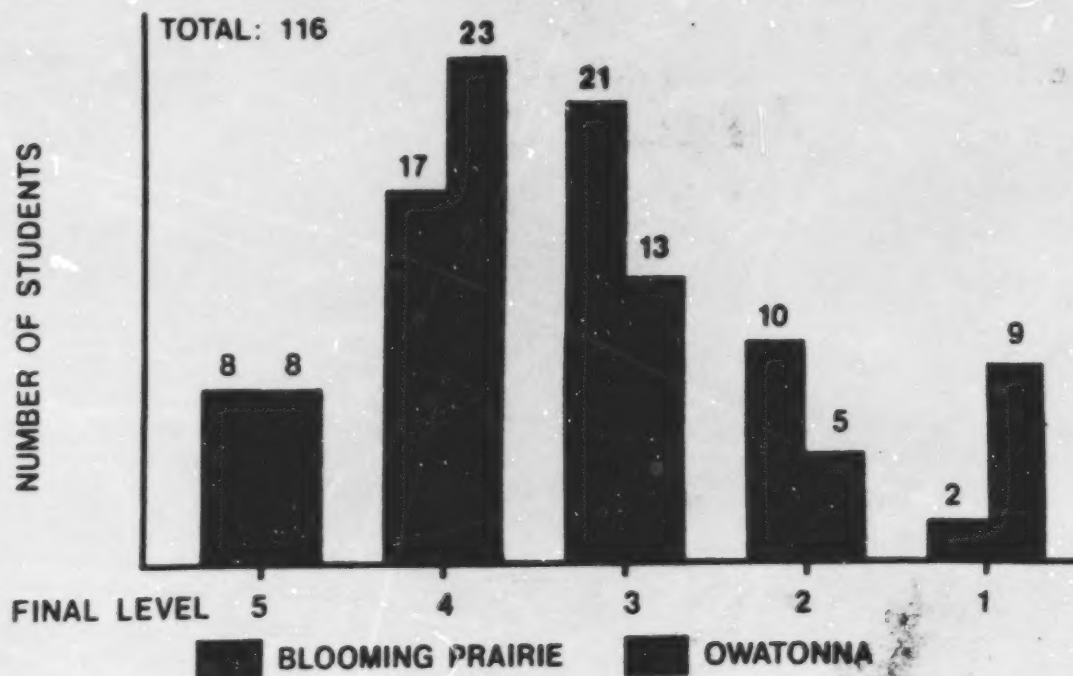


Table 11

Spanish LAS I & II

Blooming Prairie/Owatonna

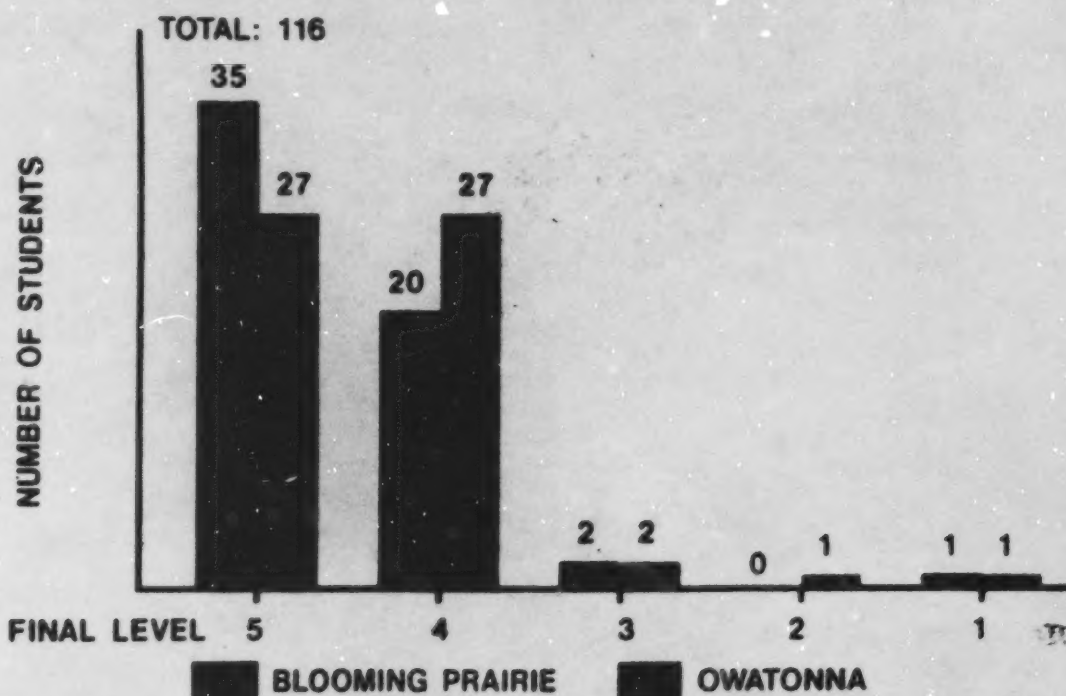


Table 12

LAS 1: English Final Score

Blooming Prairie/Owatonna

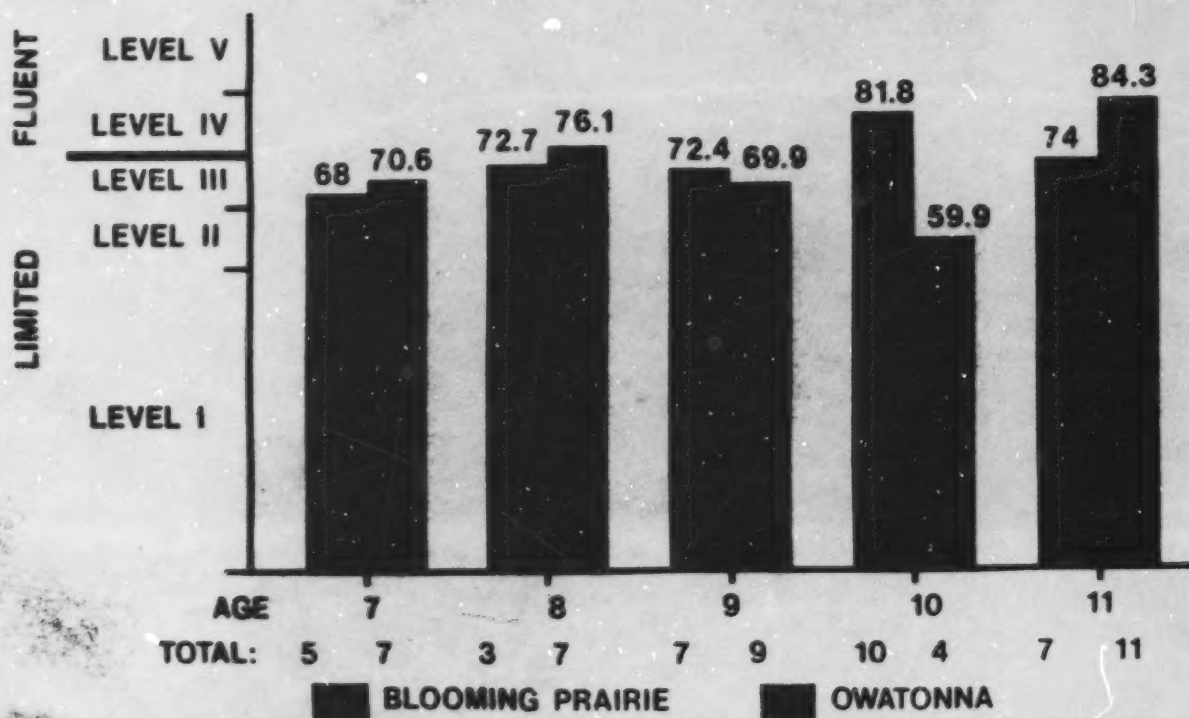
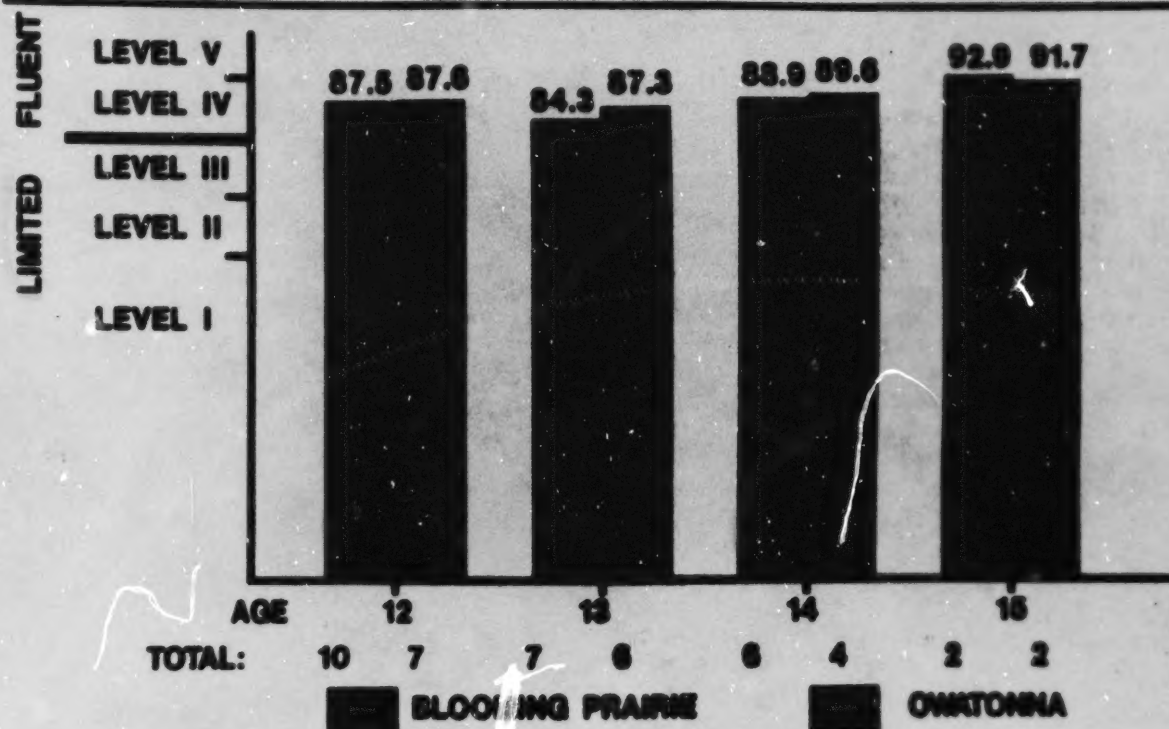


Table 13

LAS II: Spanish Final Score Blooming Prairie/Owatonna



Included in the report are short-term and long-term recommendations for a teacher in-service plan which can be implemented over a two to three year period for personnel in the local projects. Many of the recommendations focus on using linguistics to help educators understand how language works, understand and appreciate the language of the students they teach, learn how language can be a source of content, and learn how language can add insight to teaching in language and across content areas. Training of teachers in language observation techniques and the use of videotaping to observe the type of language skills needed by students along with teaching techniques most effective for students attending the Minnesota summer migrant programs were recommended.

A duplication of the LAS Project in another summer project is recommended for the implementation of 1984 as a comparative model in assessing the needs of Minnesota migrant students. The complete report of the Language Assessment Scales Project will be disseminated at a later time.

b. Section 143 Project - Career Related Curriculum

The Minnesota Department of Education received a federal Migrant Education Section 143 grant to implement a project entitled, "Career Related Curriculum and Services for Migrant Students: An Intrastate/Interagency Plan for Coordination and Cooperation." The goals of the Section 143 project were: 1) to design K-12 career related learning experiences for migrant students in existing Minnesota Migrant Education projects, and 2) to develop a network among community agencies and programs serving migrant children and their families to enhance the delivery of integrated career related services.

Career related curriculum models were cooperatively developed and implemented in five summer pilot sites and one tutorial program. The six pilot sites were Breckenridge, Campbell-Tintah, Halstad, Montevideo, Owatonna and the St. Paul tutorial program. Technical assistance was provided to each of the pilots throughout the implementation of the career related curriculum and services grant.

In the summer Migrant Education day programs, sequential career learning activities were presented for a minimum of one half hour daily and supplemented with field trips, guest speakers, filmstrips, and computer software. Challenging Options in Career Education (CHOICE); and the Person I Am were selected as the career curriculum.

The evening programs offered a variety of options for the secondary migrant student. Each of the five summer sites had a career counselor, who worked with each student once a week.

The Campbell-Tintah and Halstad evening programs offered a fourth night for business and Office Occupational Cluster Exploration along with basic job seeking survival skills. Owatonna ran a six week vocational exploration program four nights a week. The classes consisted of four occupational clusters. These were: Agri-business, Trade and Industry, Service Occupations, and Business and Office. These were designed to attract students who did not need the transfer of credits or who were no longer attending school.

St. Paul's tutorial program infused career related curriculum materials into the existing St. Paul career education program as a base line from which additional career development experiences for elementary and secondary migrant students were developed. A special presentation was made to the St. Paul PAC meeting for parents on relating to the stages of career development and parent's role in this process.

Subsequent future project activities will be able to focus on adapting and replicating the career related curriculum piloted to all summer and regular school year tutorial programs statewide and have it integrated into the basic Migrant Education Basic Grant Program.

c. Minnesota Migrant Education Resource Center (MMERC)

In June of 1983, Special Intermediate School District 918 was selected as the site for the Migrant Education Resource Center (MMERC) because of its history of providing quality services and a successful delivery system for the Minnesota Curriculum Services Center. The purpose for the establishment of MMERC is to: 1) assist the SEA in the implementation of an assessment to identify areas of need; 2) provide instructional resource materials and media to increase the academic achievement of migrant students; and 3) assist with in-service activities at the state and local levels. Due to the short existence of the resource center not all of the objectives were addressed this year.

During the summer, the MMERC was staffed by a full-time secretary and three part-time consultants who were contracted for various planning and developmental MMERC activities. Additionally a puppeteer was hired to design and provide a series of puppet shows to 11 of the summer projects. The objectives of the puppet show were to improve the child's self concept with an overlay of career decision making. The presentation also focused on the use of puppets as an instructional tool to motivate students in all areas of the curriculum.

MMERC staff participated in the Summer Project Evaluation Workshop so as to become more familiar with project activities and initiate a rapport with administrators and teachers. One of the functions of the center will be to house and disseminate materials statewide. As a first step toward that goal, surplus materials and media were brought to the workshop and then transported to the Center for recycling, cataloging and housing.

7. Supportive Services Component

Supportive services in the form of health, nutrition and transportation services were provided to all eligible migrant students, age 0-21, who attended the summer projects.

a. Health

Health services are an integral part of every migrant project. Comprehensive health services are available and provided to all eligible migrants. The Migrant Health Services, Inc., a private, nonprofit organization is charged with providing medical and dental care of migrant parents and children in the states of Minnesota and North Dakota. Medical and dental services for children enrolled in the summer projects were provided through a fiscal agreement between the SEA and the Migrant Health agency. Each migrant project site has a full-time nursing service to provide for the children's daily health needs.

Table 14 tabulates the numbers of migrant students who were screened, referred, or treated by the various types of health areas. During the 1983 summer program, there were 15,776 screening cases, 1,711 referrals, and 1,276 treatments. The age levels that had the most number of children screened, referred and treated were in ages 6-11, 0-3, and 5. Physical Examinations, DPT/DT immunization, Triv. oral polio immunization, MMR immunization, vision, hearing, and dental were the seven major areas of health services that were provided to the children during the summer program.

Table 14

Summer School Health Statistics												
HEALTH COMPONENTS	Age 0-4			Age 5-17			Age 18-21			TOTALS		
	SCR	REF	TRT	SCR	REF	TRT	SCR	REF	TRT	SCR	REF	TRT
Physical Examinations	488	38	37	134	11	7	0	0	0	622	49	34
Blood Pressure Examinations	186	0	0	170	0	0	4	0	0	370	0	0
HGB/HCT	525	36	31	134	2	1	0	0	0	659	37	22
Urinalysis	2	0	0	2	2	0	0	0	0	4	2	0
Tine Tests	440	83	107	760	131	231	10	8	5	1217	218	333
DPT/DT Immunizations	512	181	150	1128	108	82	187	0	0	1827	292	233
Triv. Oral Polio Immunizations	512	187	129	1128	83	80	186	3	0	1823	243	180
MMR Immunizations	510	83	49	1013	17	11	180	3	0	1700	83	50
Measles Immunizations	232	0	0	796	0	0	173	0	0	1100	0	0
Mumps Immunizations	230	0	0	741	22	0	180	0	0	1150	31	0
Rubella Immunizations	230	0	0	747	0	0	173	0	0	1150	0	0
Measles Disease	0	0	0	0	0	0	0	0	0	0	0	0
Mumps Disease	0	0	0	2	1	1	0	0	0	3	1	1
Rubella Disease	0	0	0	1	0	0	0	0	0	1	0	0
Vision	144	8	4	1071	104	80	19	4	2	1234	116	75
Hearing	135	11	7	1000	46	13	18	0	0	1231	58	20
Dental	372	--	--	830	--	--	13	0	0	1212	--	--
Dental - Prophylaxis	--	9	8	--	38	34	--	0	0	--	35	32
Dental	--	25	22	--	101	80	--	0	0	--	126	120
Referrals and	--	18	12	--	137	85	--	1	1	--	146	100
Treatment	--	28	1	--	177	34	--	4	0	--	207	25
Other:	178	48	11	236	21	13	3	0	0	415	69	23
TOTALS	4,711	701	548	9,927	975	718	1,136	26	8	15,776	1,711	1,274

b. Nutrition

All migrant summer projects served three complete meals each day for all pre-school and elementary children who attended the program. In addition, several projects provided evening snacks to students attending the secondary evening program. During the 1983 Summer Program a total of 136,327 meals were served.

The food services are funded by the Summer Food Service Program of the U.S. Department of Agriculture and are administered by the West Central Migrant Project.

c. Transportation

All students that attended the summer school program were provided with transportation. This transportation was available for both the pre-school and Chapter I migrant students. Buses equipped with specialized seats suitable for small children were used. A chaperon for each bus was employed by the projects to monitor safety and behavior.

B. Regular School Year-Tutorial Projects

School year tutorial projects operated in eight sites: Arlington-Green Isle, Blooming Prairie, Chaska, Claremont, Granite Falls, Oslo, St. Paul, and Willmar. Two hundred nineteen students were served by the tutorial projects.

7

The purpose of the tutorial program is to provide services to eligible migrant students who remain in the area for a short time during the fall while their families complete the last of the agricultural work, who arrive early for Spring work, or whose families have settled in Minnesota. Students participated in regular classes and other appropriate programs offered by the school district they attended.

Supplemental tutoring services were provided on a one-to-one or small-group basis with an emphasis on oral language development, reading, and mathematics. Some students received additional tutoring in other subject areas needed to provide them with sufficient skills to succeed in the regular classroom. To enhance self-esteem, tutorial projects provided experiences in Mexican American culture and career awareness.

Tutors were usually bilingual and played an important role in strengthening home school communication by assisting parents in participating in school activities. All staff of the St. Paul Tutorial Project were bilingual.





V. PARENTAL INVOLVEMENT

The Minnesota Migrant Education Program believes in the importance of parental involvement in all phases of the planning, implementation and evaluation of the program. Parental participation in various formal and informal activities was actively sought on both the state and local level. Parents were encouraged to:

- Become members of the local parent advisory councils, and the State Parent Advisory Council
- Work as teachers, aides, or volunteer helpers in the local projects
- Visit the school and take an active role in their children's progress
- Attend school and community-sponsored events

A. Local

Local Parent Advisory Councils (PAC) are formed within two weeks of the beginning of summer projects. Training is provided to PAC members in effective participation and PAC responsibilities. Each of the PACs met at least twice during the duration of the project; participants were migrant parents, school personnel and representatives of migrant agencies. Officers were elected by the membership to conduct the meetings. Copies of all PAC minutes were sent to the state education agency.

Through the Minnesota participation of the Indiana Parent Network, Section 143 Project, a part-time staff person was hired to provide parents an opportunity to express their needs. A survey of parents indicated training was desired in the following areas: knowledge of local systems; how to assist children to do well in school, family communications, nutrition, health, safety and child development. Consultants sensitive to the cultural background and knowledgeable of the identified topics were recruited. Workshops were conducted in Owatonna, Clara City, Crookston, and Moorhead (areas of high population concentrations). A list of recommendations emerged as a result of these meetings which will be addressed in the following program year.

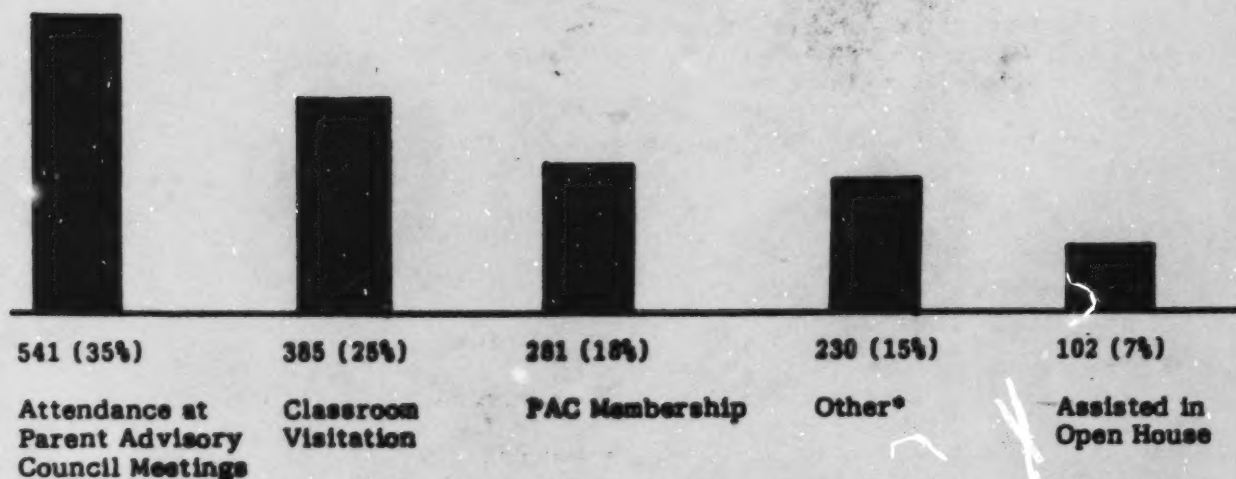
Figure 4 shows that there were 1,539 parents that participated in the formal and informal activities in the Migrant Education projects. Attendance at parent advisory council (PAC) meetings accounted for the largest number (35%) of parental contacts and was an indication that the efforts of outreach workers and project coordinators to involve more migrant parents in migrant projects was successful.

In addition to PAC participation, parents also spent time in classroom visitation, assisted in open house, chaperoned field trips, attended migrant education workshops, and participated in parent training sessions.

Due to the small number of families served in school-year tutorial projects, there were no formal PAC meetings for most regular tutorial projects. However, migrant parents were encouraged to participate in regular Chapter I parent meetings. The St. Paul Project, the largest of the tutorial projects, did have a very active Migrant Education PAC and conducted four PAC meetings. Migrant parents in St. Paul also participated in the regular Chapter I District Advisory Committee.

Figure 4

**Number of Migrant Parents
Involved in Program Activities**



*Includes State Parent Advisory Council (SPAC) membership, attendance at SPAC meetings, assistance in outreach, chaperoning of field trips, Reading is Fundamental (RIF) committee membership, Migrant Workshops, parent training and/or home visits.

B. State

The State Parent Advisory Council (SPAC) serves to further strengthen involvement of parents at the state level. In 1983 the SPAC membership was increased from thirteen to fifteen on the recommendation of the membership. This council advised the SEA on planning, implementing and evaluation of the state program. The majority of the membership is composed of parents with elementary- and secondary-age students attending summer and school year tutorial projects. The council also includes representatives of school districts and agencies that serve migratory families. Members are appointed by the Commissioner of Education. Appointed members are reimbursed for all reasonable expenses incurred in order to attend a scheduled SPAC meeting. A stipend is also paid to members attending SPAC meetings, unless their participation is part of their professional duties.

To increase the effectiveness of the SPAC, MDE staff provided a two-day training session for SPAC members. The training included sessions on the role of SPAC, federal regulations, monitoring timelines, the state plan, program implementation and evaluation process of Migrant Education. A session on how to conduct a meeting, and the review, discussion and recommendation process, was presented to further strengthen committee members' input. A packet containing information as required by law was made available to all SPAC members for their information. A total of three SPAC meetings were held in 1983.



VI. COOPERATIVE SERVICES

A. Interagency Cooperation

All migrant education projects reported close cooperation with a variety of federal, state, and local agencies that provide assistance to the same migrant population served by the projects. Among those involved closely in interagency cooperation are:

State Department of Public Welfare - This agency provided funds to the Tri-Valley Opportunity Council to operate day-care programs for preschool migrant children. The Department of Public Welfare also inspects and licenses all preschool facilities.

Tri-Valley Opportunity Council, Inc. - This community-action agency administered the Chapter I component of the Grand Forks summer project and the Indiana Section 143, Parent Network Project. It also operated the pre-school component of the educational program. All local project sites included a pre-school component.

West Central Migrant Projects - This consortium of four local migrant projects located in the Montevideo area, acted as the fiscal agent and administrator for the food service program for the entire Migrant Education Program.

Migrant Health Services, Inc. - This agency operated the health services component of the educational program under a contractual agreement between the Migrant Education program and the Migrant Health Services. Auditory, visual, hearing, and dental screening were provided for all summer school students.

At the state level, the Minnesota Migrant Child Development Program Steering Committee provided a forum for all agencies serving the migrant population to exchange information and to assist in the planning of a coordinated system of service delivery. Representatives of Tri-Valley Opportunity Council, Department of Welfare, Migrant Legal Services, Clay County Social Services, Minnesota Council of Churches, Minnesota Migrant Council, Department of Employment Services and Migrant Health Services met regularly to discuss program objectives and strategies, share budget information and identify methods of improved coordination and service effectiveness.

B. Interstate Cooperation

Minnesota supports the efforts to provide continuity of services for migratory children in the following ways:

- Utilization of the Migrant Student Record Transfer System (MSRTS) which ensures the transfer of the most current enrollment, withdrawal, academic and health information available for the children served. The new MSRTS was fully implemented throughout the state during the 1983 project period. Training provided by Little Rock consultants and MDE staff emphasized the need for accuracy in the collection and maintenance of MSRTS records which are crucial in providing continuity in academic and health services for students.

- Local project personnel, i.e., teachers, outreach workers, MSRTS clerks, nurses, and aides received training in the input and interpretation of data in the MSRTS. As a result, more health and educational data were recorded; greater utilization of this data was made by instructional and support personnel in program planning and delivery of services in 1983.
- Interstate contacts were made by the Section 143 staff to New York, Oregon, New Jersey, Indiana, Connecticut, Michigan, California, and Texas. These contacts provided us with valuable information on career education programs, excellent resources for curriculum and interagency cooperation.
- Cooperative agreements and working arrangements were established with other states that serve migratory children, particularly Texas, home base state of 89 percent of the migrant students who attend Minnesota projects. A secondary consultant, sponsored by the Texas Interstate Program, provided technical assistance to local project staff on secondary program implementation during summer project operation.
- During February 28-March 4, 1983, twelve representatives from ten receiving states, in addition to six staff members from two interstate projects, participated in site visits to the home base schools of secondary students. Thirteen school districts were visited by at least one team of participants and interstate staffers. The site visits were sponsored by the Interstate Migrant Secondary Services Program (Oneonta, New York) and coordinated with the Texas Migrant Interstate Program (Pharr, Texas).

Participants visited with superintendents, principals and counselors to discuss areas of concern to administrators and teachers of both home-base and receiving schools. Specific issues discussed were graduation requirements, credit transfer policy, compatible curriculum and course content and special programs and services for secondary migrant students.

Suggestions and recommendations made by participants have resulted in the production of curriculum guides and course outlines from several Texas high schools with large migrant populations for use by the receiving school districts. A conference where representatives from receiving states can meet with counselors of Texas home-base schools to verify credit exchange and follow-up efforts was also suggested for implementation in 1984.

- Evaluation Reports and State Plans were disseminated to other states in order to keep them informed on the Minnesota Migrant Program.
- State and local project staff participated in the exchange of information with other states through workshops, consultants, informal contacts and meetings.

C. Intrastate Cooperation

Encouraging local projects and agencies to cooperate with one another in the coordination of instructional and supportive services provided within the state is one more way in which continuity of services is enhanced for migrant children. For example, the Grand Forks project reported the following: "a) Halstad personnel visited our program, b) meeting was held at Halstad regarding the secondary program, c) phone calls to Crookston and Argyle regarding secondary program and facilities, and d) phone calls and personal visits between welfare, education, and health agencies." Most projects conducted similar intrastate communication and cooperation activities.

This cooperation is facilitated by: (a) Statewide training workshops in core curriculum components, methods and materials, (b) resource and instructional manuals developed by the Migrant Education Unit, (c) local staff visits to other project sites to obtain and share successful ideas and activities, (d) sharing of pertinent academic and health student data, and (e) employing regular school year bilingual staff in summer projects.

The cooperation and support received in the implementation of the Section 143 Grant for career awareness provided an excellent example of cooperation between the MDE, the local migrant projects and community agencies. The Section 143 staff met with the Minnesota Migrant Council, The Migrant Steering Committee, and the State Parent Advisory Council to disseminate information relevant to the project and ask for their endorsement of the program. The staff met with the St. Paul tutorial project, and the Breckenridge, Campbell-Tintah, Halstad, Montevideo and Owatonna summer projects to develop and implement a career education component to the program. The Minnesota Curriculum Services Center, Owatonna, Montevideo, and the Section 143 staff met and held periodic telephone conversations to set up and develop plans for career exploration programs; and Campbell-Tintah, and Halstad project staffs worked cooperatively and developed an evening business and office exploration class for their programs.



VII. DISSEMINATION

Information on project activities and program goals was disseminated to a wide range of audiences.

- **Official Publication**, The Minnesota State Department of Education, Education Update included articles of migrant projects at several sites. One of the articles featured the Migrant Education Secondary Program and another featured the services available to settled out migrants. Copies of the articles are contained in Appendix D, page 64.
- **Brochures** were updated and distributed by the Migrant Education Unit to all local projects and agencies serving the migrant population. Special individual brochures were developed and distributed throughout five summer career education pilot projects. These pilot projects were Breckenridge, Campbell-Tintah, Halstad, Montevideo and Owatonna. These brochures included information on the new career curriculum activities and the basic day and evening academic program offerings.
- **Flyers and Posters** advertising the secondary program were distributed to Texas and other states through Minnesota's participation in the Texas Interstate Secondary Program.
- **Local projects** throughout the state shared information through exchange visits, attendance at workshops, meetings, and informal communications. Students and staff participated in community celebrations, parades, fairs, and programs for various local citizen groups and institutions. For example: Several students from the Crookston migrant summer project joined the 4-H club at the annual Camp Day. (See Appendix E on page 65. Parents and the local community were informed regarding project activities through radio and television announcements, newspaper articles, parent bulletins and visits to local agencies and organizations.
- **Newsletters** featuring activities from individual projects were created, edited and printed by students. These newsletters were distributed throughout the community as well as to their Texas homebase schools.
- **A Video Tape** talk show was developed and produced by students from the Campbell-Tintah part of their summer project activities. The video tape was featured as part of the Minnesota Department of Education Exhibits at the Minnesota State Fair along with other migrant education materials and brochures.
- **Special Programs** such as open houses, fiestas, and RIF activities, were activities in which community people were encouraged to visit and participate.



VIII. ACCOMPLISHMENTS

The following program areas received special emphasis during the 1982-83 year as a result of the recommendations made in the 1981-82 Evaluation Report.

Parental Involvement

Continuing and increasing parental involvement at both state and local levels continues to be a high priority of the Migrant Education Program. Input from the State Parent Advisory Council members into the overall planning, implementation and evaluation of the total program enhances the delivery of academic health and other supportive services available to the migrant children while in Minnesota (See Parental Involvement p. 36). At the local projects parents are encouraged to participate at all levels of program activities. Several portions of this report detail how migrant parents were actively involved in school sponsored educational activities.

Academic Achievement

Various activities in the form of curriculum reforms were developed and implemented during this year that will greatly impact the future academic achievements of migrant students in Minnesota. Oral language development and reading skills were identified as being the most crucial areas in which students needed to develop a certain level of proficiency before they can succeed in school. Therefore much effort and resources were focused on these two subjects.

A statewide adoption of the Individualized Developmental Educational Activities Program (IDEA) a criterion reference Oral Language program greatly enhanced the quality of instruction. Teachers reported a high level of satisfaction with the program. (See Academic Achievement p. 22.)

The Language Assessment Scales instrument was administered to Owatonna and Blooming Prairie elementary and secondary aged students to generate standardized scores on the language proficiency level of this population. The results of this sample group will be used to further refine and prioritize the contents of the oral language, reading, math and other language related aspects of the curriculum. (See LAS p. 28.)

Communication with the Texas writers of the ACCUTRAK reading assessment program continue to strengthen as we progress into the second of three stages of implementation of this program. (See Academic Achievement p. 22.)

Secondary Program

Several steps were undertaken to insure a successful evening program for secondary-aged summer students.

Projects offering secondary evening programs increased from seven sites during the summer of 1982, to nine sites this summer. The percentage of students who received credit or accumulated class hours for transfer to their home base schools increased this year. Direct follow-up communication with Texas home-based counselors contributed to the increased efficiency of the credit exchange program.

In-service and curriculum development efforts were successfully emphasized. Learning packets were developed to assist with the instructional needs of the older, occasional day student. In-service presentations on curriculum development and credit exchange were made to both administrators and local secondary program staff by consultants from the Texas Interstate Migrant Program. A full-time, Texas teacher-consultant was available to the summer projects to assist in recruitment techniques, curriculum development, credit exchange and counseling for secondary students.

Minnesota Migrant Education Resource Center

In the short time of its existence the resource center accomplished the following:

Established and equipped a facility as the Minnesota Migrant Education Resource Center.

Reviewed present Minnesota Curriculum Services Center (MCSC) holdings to determine potential value to the Minnesota Migrant Education Program.

Developed a listing of instructional materials and media within MCSC and other local resources for potential usability in Migrant Projects.

Initiated contact with Migrant Education Resource Centers in Indiana and Mississippi to promote and facilitate sharing of materials. (See Interstate Cooperation p. 38.)

Section 143

The successful implementation of the Section 143 K-12 Career Awareness Program was enhanced in the six pilots by some of the following activities: a career education specialist, a linkage specialist, and an evaluation specialist were hired to assist with the planning and implementation of the project, and six curriculum models were cooperatively developed for implementation in the pilot sites. (See Section 143 Project p. 32)



IX. RECOMMENDATIONS

After review of the 1984-85 project activities, the following are recommendations made by parents, project personnel, local parent advisory councils, the State Parent Advisory Council, and by the unit staff for consideration in the 1984 program.

1. Curriculum Development

Efforts should be made to insure a successful academic experience for migrant students by working cooperatively with home base schools in ensuring a continuity of relevant basic skills for the summer migrant student while in Minnesota. The proficiency of oral language, reading, and mathematics skills should be stressed grades K-12. Special meetings should be devoted to the development of curriculum in these areas.

The MDE and the Minnesota Migrant Education Resource Center staffs need to coordinate curriculum resources and services to expand their capacity in providing assistance to the local projects.

A plan should be developed to implement a sequential career awareness program K-12 in all migrant projects in both the day and evening program.

2. Parental Involvement

A more active involvement of parents should be emphasized at the local level in all phases of planning, implementation, and evaluation of the local project.

Members of the Parent Advisory Council should be elected/selected at each summer project; each council should have a minimum of 8 members. Members should be elected/selected for a minimum term of 2 years in accordance with existing regulations.

It is further recommended that the MDE develop a plan for parent involvement in the Minnesota Migrant Education Program while parents are in the home base state through staff visits to Texas to meet with parent groups to obtain their input.

3. Services for Secondary-Aged Students

Alternative services for secondary-aged students attending the day program need to be explored. Further strengthening and development of the secondary evening program components such as recruitment, Texas interstate communications, curriculum development, staffing, etc. are essential to meet the needs of the secondary population.

The possibility of having alternative career services available for secondary students who come to school irregularly should be explored.

4. Interstate Coordination

The MDE should expand its efforts to involve itself in interstate activities such as: dissemination of program information where appropriate; participation in interstate consortia that would enhance the Minnesota Migrant Program objectives; improved MSRTS coordination for accuracy of academic and health data, site visits to appropriate home-base schools; and any other interstate efforts which would be of benefit to the Minnesota Migrant Education Program.

To further speed up the turn around time and accuracy of health and academic MSRTS information the possibility of a direct microcomputer system with selected Texas school districts will be explored. An intensive service program for local project personnel will improve both data input accuracy and usefulness of information available through the system.



X. APPENDICES

MIGRANT EDUCATION

ANNUAL SPRING WORKSHOP



State of Minnesota
Department
of
Education

15-16 April 1983

ROYALE INN Montevideo, MN



COORDINATORS

FRIDAY, APRIL 15

<u>TIME</u>	<u>SESSION</u>	<u>LOCATION</u>
9:00 a.m.- 9:30 a.m.	Registration, Welcome Introductions	Conference Room 206
9:40 a.m.-11:40 a.m.	Parental Involvement Dr. David J. Jimenez Director Migrant Parent Network Project Indianapolis, Indiana	Conference Room 210
11:50 a.m.-12:50 p.m.	LUNCH	
1:00 a.m.- 3:00 p.m.	Parental Involvement (continuation) Dr. David J. Jimenez	Conference Room 210
3:00 p.m.- 3:15 p.m.	BREAK	
3:15 p.m.- 5:15 p.m.	Parental Involvement (continuation) Dr. David J. Jimenez	Conference Room 210
5:30 p.m.- 6:30 p.m.	DINNER	Sunburst I & II
6:30 p.m.- 7:15 p.m.	Opening Remarks Mr. Peter Moreno Main Speaker - Mr. Arturo Guajardo "The Migrant Child Grows: A Harvest of Hope" Texas Interstate Project	Sunburst I & II
7:25 p.m.- 9:35 p.m.	ACCUTRAK Reading System Dr. Sheila Mills Co-Author of ACCUTRAK System Austin, Texas	Sunburst I



COORDINATORS

SATURDAY, APRIL 16

<u>TIME</u>	<u>SESSION</u>	<u>LOCATION</u>
7:15 a.m. - 8:00 a.m.	Coordinator's Breakfast Mr. Peter Moreno	Main Dining Room
8:00 a.m. - 9:00 a.m.	Parental Involvement Dr. David J. Jimenez	Conference Room 210
9:10 a.m. - 10:10 a.m.	Mexican American Culture Mr. Arturo Guajardo	Sunburst I
10:10 a.m. - 10:25 a.m.	BREAK	
10:35 a.m. - 11:35 a.m.	MSRTS for Users Mr. Neil Darby and Ms. Martha Nelson Little Rock, Arkansas	Conference Room 206
11:45 a.m. - 12:45 p.m.	LUNCH and Speaker Ms. Joyce Walker Community Cooperation: Cost and Gains University of Minnesota	Sunburst I & II
12:55 p.m. - 1:55 p.m.	PAC Requirements and Materials Mr. Peter Moreno	Conference Room 210
2:05 p.m. - 3:05 p.m.	MSRTS Requirements for 1983 Ms. Hilda Sanchez-Henke	Conference Room 206
3:05 p.m. - 3:25 p.m.	BREAK	
3:30 p.m. - 4:30 p.m.	Project Evaluation Form	Conference Room 210
4:30 p.m. - 5:00 p.m.	CLOSING REMARKS Mr. Peter Moreno	Sunburst IV



ELEMENTARY INSTRUCTIONAL STAFF

Resource and Classroom Teachers,
Assistants and Aides

FRIDAY, APRIL 15

<u>TIME</u>	<u>SESSION</u>	<u>LOCATION</u>
12:00 p.m.-1:00 p.m.	Registration for 143 Projects MONTEVIDEO and OWATONNA	Sunburst I
1:00 p.m.-2:00 p.m.	143 Project Overview Ms. Mary Lynne McAlonie 143 Project Administrator	Sunburst III
2:10 p.m.-4:10 p.m.	Career Related Curriculum Materials Ms. Diana Matthews 143 Project Specialist Mr. Francisco Trejo St Paul Technical Vocational Institute	Sunburst III
4:20 p.m.-5:20 p.m.	ESL In The Content Areas Ms. Judy Lester North St. Paul Public Schools	Conference Room 206
4:20 p.m.-5:20 p.m.	Registration for BLOOMING PRAIRIE, BIRD ISLAND and RENVILLE Projects	Sunburst I & II
5:30 p.m.-6:30 p.m.	DINNER	Sunburst I & II
6:30 p.m.-7:15 p.m.	Opening Remarks - Mr. Peter Moreno Main Speaker - Mr. Arturo Guajardo "The Migrant Child Grows: A Harvest of Hope" Texas Interstate Project	Sunburst I & II
7:25 p.m.-9:35 p.m.	ACCUTRAK Reading System Dr. Sheila Mills Co-Author of ACCUTRAK System Austin, Texas	Sunburst I



ELEMENTARY INSTRUCTIONAL STAFF
Resource and Classroom Teachers,
Assistants and Aides

SATURDAY, APRIL 16

<u>TIME</u>	<u>SESSION</u>	<u>LOCATION</u>
8:00 a.m.- 9:00 a.m.	Sharing and Coding of Supplemental Reading Materials - Dr. Sheila Mills and Project Teachers	Sunburst I
9:10 a.m.-10:10 a.m.	Mexican American Culture Mr. Arturo Guajardo	Sunburst I
10:10 a.m.-10:25 a.m.	BREAK	
10:35 a.m.-11:35 a.m.	IDEA Oral Language Program Ms. Elda de la Cerda Ballard & Thighe, Inc. San Antonio, Texas	Sunburst IV
11:45 a.m.-12:45 p.m.	LUNCH and Speaker Ms. Joyce Walker Community Cooperation: Cost and Gains University of Minnesota	Sunburst I & II
12:55 a.m.- 1:55 p.m.	IDEA Oral Language Program Ms. Elda de la Cerda	Sunburst IV
2:05 a.m.- 3:05 p.m.	"Make and Take" Session Ms. Maureen Stafford, Materials Development Resource Center Muncie, Indiana	Sunburst I
3:05 p.m.- 3:20 p.m.	BREAK	
3:30 p.m.- 4:30 p.m.	"Make and Take" Session	Sunburst I
4:30 p.m.- 5:00 p.m.	CLOSING REMARKS Mr. Peter Moreno	Sunburst IV



SECONDARY EVENING INSTRUCTIONAL
STAFF - Lead and Classroom
Teachers, Assistants and Aides

FRIDAY, APRIL 15

<u>TIME</u>	<u>SESSION</u>	<u>LOCATION</u>
12:00 p.m.- 1:00 p.m.	Registration for Secondary Evening Instructional Staff	Sunburst I
1:00 p.m.- 2:00 p.m.	143 Project Overview Ms. Mary Lynne McAlonie 143 Project Administrator Minnesota Department of Education	Sunburst III
2:10 p.m.- 4:10 p.m.	Secondary Credit Exchange Mr. Thomas J. Hernandez Texas Interstate Project Ms. Anne St. Pierre Cutler Secondary Program Specialist Minnesota Department of Education	Sunburst II
4:20 p.m.- 5:20 p.m.	ESL In Content Areas Ms. Judy Lester North St. Paul Public Schools	Conference Room 206
5:30 p.m.- 6:30 p.m.	DINNER	Sunburst I & II
6:30 p.m.- 7:15 p.m.	Opening Remarks Mr. I. Peter Moreno, Supervisor Migrant Education Unit Minnesota Department of Education Main Speaker Mr. Arturo Guajardo "The Migrant Child Grows: A Harvest of Hope" Texas Interstate Project	
7:25 p.m.- 9:35 p.m.	Career Related Curriculum Materials Mr. Francisco Trejo Coordinator, Bilingual Project St. Paul Vocational Technical Institute Ms. Diana Matthews Career Education Specialist Minnesota Department of Education	Sunburst II



**SECONDARY EVENING INSTRUCTIONAL
STAFF - Lead and Classroom
Teachers, Assistants and Aides**

SATURDAY, APRIL 16

TIME

8:00 a.m.- 9:00 a.m.	Secondary Curriculum Mr. Thomas J. Hernandez Ms. Anne St. Pierre Cutler	Sunburst III
9:10 a.m.-10:10 a.m.	Mexican American Culture Mr. Arturo Guajardo	Sunburst I
10:10 a.m.-10:25 a.m.	BREAK	
10:35 a.m.-11:35 a.m.	ACCUTRAK Reading System For Secondary Students Dr. Sheila Mills Co-Author of ACCUTRAK System Austin, Texas	Sunburst II
11:45 a.m.-12:45 p.m.	LUNCH Ms. Joyce Walker University of Minnesota	Sunburst I & II
12:55 p.m.- 1:55 p.m.	IDEA Oral Language Program Ms. Elda de la Cerda	Sunburst IV
2:05 p.m.- 3:05 p.m.	MSRTS Requirements Mr. Neil Darby and Ms. Martha Nelson Little Rock, Arkansas	Conference Room 206
3:05 p.m.- 3:20 p.m.	BREAK	
3:30 p.m.- 4:30 p.m.	Program Evaluation Mr. I. Peter Moreno	Conference Room 206
4:30 p.m.- 5:00 p.m.	CLOSING REMARKS Mr. I. Peter Moreno	Sunburst IV



MSRTS CLERKS and
TERMINAL OPERATORS

FRIDAY, APRIL 15

<u>TIME</u>	<u>SESSION</u>	<u>LOCATION</u>
9:00 a.m.- 9:30 a.m.	Registration, Welcome, Introduction	Conference Room 206
9:40 a.m.-11:40 a.m.	New MSRTS System Mr. Neil Darby and Ms. Martha Nelson Little Rock, Arkansas	Conference Room 207
11:50 a.m.-12:50 p.m.	LUNCH	
1:00 p.m.- 3:00 p.m.	New MSRTS System Mr. Neil Darby and Ms. Martha Nelson	Conference Room 207
3:00 p.m.- 3:15 p.m.	BREAK	
3:15 p.m.- 5:15 p.m.	New MSRTS System Mr. Neil Darby and Ms. Martha Nelson	Conference Room 207
5:30 p.m.- 6:30 p.m.	DINNER	Sunburst I & II
6:30 p.m.- 7:15 p.m.	Opening Remarks Mr. Peter Moreno Main Speaker Mr. Arturo Guajardo "The Migrant Child Grows: A Harvest of Hope" Texas Interstate Project	Sunburst I & II
7:25 p.m.- 9:30 p.m.	Forms Procedures and Regulations Ms. Jeremy Welty Tri-Valley Opportunity Council Ms. Hilda Sanchez-Henke	Conference Room 206



**MSRTS CLERKS and
TERMINAL OPERATORS**

SATURDAY, APRIL 16

<u>TIME</u>	<u>SESSION</u>	<u>LOCATION</u>
8:00 a.m.-10:00 a.m.	New MSRTS System Mr. Neil Darby and Martha Nelson	Conference Room 207
10:10 a.m.-10:25 a.m.	BREAK	
10:35 a.m.-11:35 a.m.	Forms Procedures - Handbook Ms. Hilda Sanchez-Henke	Conference Room 207
11:45 a.m.-12:45 p.m.	LUNCH and Speaker Ms. Joyce Walker Community Cooperation: Cost and Gains University of Minnesota	Sunburst I & II
12:55 p.m.- 1:55 p.m.	Enrollment Forms Ms. Hilda Sanchez Henke	Conference Room 207
2:05 p.m.- 3:05 p.m.	MSRTS Requirements for 1983 Ms. Hilda Sanchez-Henke	Conference Room 206
3:05 p.m.- 3:20 p.m.	BREAK	
3:30 p.m.- 4:30 p.m.	Program Evaluation Form Mr. Peter Moreno	Conference Room 206
4:30 p.m.- 5:00 p.m.	CLOSING REMARKS Mr. Peter Moreno	Sunburst IV



OUTREACH WORKERS
(Statewide)

FRIDAY, APRIL 15

<u>TIME</u>	<u>SESSION</u>	<u>LOCATION</u>
9:00 a.m. - 9:30 a.m.	Registration, Welcome, Introduction	Conference Room 206
9:40 a.m. - 11:40 a.m.	Parental Involvement Dr. David J. Jimenez Director Migrant Parent Network Project Indianapolis, Indiana	Conference Room 210
11:50 a.m. - 12:50 p.m.	LUNCH	
1:00 p.m. - 3:00 p.m.	Parental Involvement (Cont.) Dr. David J. Jimenez	Conference Room 210
3:00 p.m. - 3:15 p.m.	BREAK	
3:15 p.m. - 5:15 p.m.	Parental Involvement (Cont) Dr. David J. Jimenez	Conference Room 210
5:30 p.m. - 6:30 p.m.	DINNER	Sunburst I & II
6:30 p.m. - 7:15 p.m.	Opening Remarks - Mr. Peter Moreno Main Speaker - Mr. Arturo Guajardo "The Migrant Child Grows: A Harvest of Hope" Texas Interstate Project	Sunburst I & II
7:25 p.m. - 9:30 p.m.	Forms Procedures and Regulations Ms. Jeremy Welty Tri-Valley Opportunity Council Ms. Hilda Sanchez-Henke	Conference Room 206

BEST COPY



OUTREACH WORKERS
(Statewide)

SATURDAY, APRIL 16

<u>TIME</u>	<u>SESSION</u>	<u>LOCATION</u>
8:00 a.m.-10:00 a.m.	Parental Involvement (Cont.) Dr. David J. Jimenez	Conference Room 210
10:10 a.m.-10:25 a.m.	BREAK	
10:35 a.m.-11:35 a.m.	MSRTS for Users Mr. Neil Darby and Ms. Martha Nelson	Conference Room 206
11:45 a.m.-12:45 p.m.	LUNCH and Speaker Ms. Joyce Walker Community Cooperation: Cost and Gains University of Minnesota	Sunburst I & II
12:55 p.m.- 1:55 p.m.	PAC Requirements and Materials Mr. Peter Moreno	Conference Room 210
2:05 p.m.- 3:05 p.m.	Secondary Student Outreach Ms. Anne St. Pierre Cutler Ms. Diana Matthews	Conference Room 210
3:05 p.m.- 3:20 p.m.	BREAK	
3:30 p.m.- 4:30 p.m.	"Make and Take" Session Ms. Maureen Stafford Materials Development Resource Center Muncie, Indiana	Sunburst I
4:30 p.m.- 5:00 p.m.	Closing Remarks Peter Moreno	Sunburst IV

State of Minnesota
Department of Education



is hereby awarded this

Certificate of Recognition

for _____ years of contributions to Migrant Education
in the State of Minnesota.

State Supervisor,
Migrant Education

date

Commissioner,
Minnesota Department of Education

APPENDIX B

APPENDIX C

Excerpts from the Annual Evaluation Report submitted to MDE by local projects.

Argyle

- All students participated in a field day activity as part of Physical Education classes. Ribbons were awarded to outstanding participants.

Barnesville

- All of the students experienced using an Apple II computer system. The younger children used it mainly for drill with math facts, letter recognition and concentration activities. The older group learned to use the computer independently and most of their lessons were language and reading related. They also used the computer for math facts drill and two programs related to business.

Blooming Prairie

- Mini-field trips were taken to the vocational school in Austin and the state park where children listened to speakers and asked career related questions. Teachers worked on units in careers, using materials teachers prepared in addition to those at school.
- Mini-unit day included a magic show, Suzuki players performance, showing of films, 4-H demonstrations, 4-H creative expressions, baking, pets and Mexican-American culture activities.

Bird Island

- The students toured the ice cream plant and then returned to school to make ice cream with a hand-crank freezer in 90 degree weather.
- The students were given a tour by the education director of the local volunteer fire department.
- Birds, animals, and beasts were shown to the kids from Ewer's Bird Farm. The owner has many exotic birds that the children probably haven't seen before.
- The students in preschool and Chapter I performed a musical concert for the elderly at the Island Manor Care Center and it was enjoyed by all. The students received an ice cream treat for their performance.
- The students toured a gas station and asked questions made up in advance to the mechanic and gas station attendant as part of their career education mini unit.
- The Chief of Police visited the school and talked with the students about the career of a policeman. He showed them his badge, his car, and other things he uses in his job.
- School staff people such as the cooks, secretary, and custodians were interviewed about their jobs and role in the Migrant Program. The students prepared questions and asked them during the interviews.
- Track and field activities were enjoyed by the students with special ribbons for the winners and participants. Also a treat was handed out after the awards program.

Bird Island (Contd.)

- The third level learned sign language as part of a lesson in oral language.
- Films were shown on various occasions. Willie Wonka and the Chocolate Factory was shown on our popcorn and film day. It was enjoyed by all.
- The Spanish Class has worked on many activities related to the Mexican- American history and culture. The students loved to play Spanish BINGO and the Level 5 students each made their own pinatas.
- The staff potluck supper preceded an open house for the parents. This open house gives the children a chance to show off their work, and the parents get to meet the classroom teachers. This was followed by a PAC meeting. A good number of parents attended the open house.
- For one half hour each day, each classroom teacher and assistant donated their time to a preschool room to give the preschool staff a break. This unifies our program and gives the staff a chance to see just what happens in the preschool area.
- The nurses and home economics teacher prepared units on food, nutrition, health, safety and hygiene.

Breckenridge

- Children had the opportunity to tour the St. Francis hospital clinic which included the health care facilities, X-Ray and testing laboratory. Students were able to interview and question a doctor.
- A visit was made to the Daily News. Children were able to witness the processing of the Daily News, the local newspaper.
- The visit to the local dairy farm provided children with a first hand experience on how dairy products are obtained, processed and marketed. Children were given a chance to try their hands at milking a cow, and were able to enjoy one of their favorite finished dairy products - ice cream.
- Students toured the State School of Science and visited departments of Auto Mechanics, Diesel Mechanics, Graphic Arts and Metals. They also visited the college library.
- The Breckenridge Chief of Police took time to talk to children about the responsibilities of his job.
- Some of the students visited restaurants, such as, Hardees and Pizza Hut to learn about food service jobs.
- During the visit to the local bank, the children interviewed the bank president, loan officer, clerk, teller, and computer operator.
- Students toured Leopold's Nursery and KBMW radio station facilities.
- Children had access to Apple II computer.

Campbell-Tintah

- The older students particularly enjoy computer and typing classes. A video tape was made of a talk show that was written, produced and acted out by the elementary students.
- The school newspapers were written, edited and reproduced by students. It served as an incentive for typing.

Crookston

- PET computers were used in all levels.
- Children were taught to play recorders and guitars as part of music instruction.

Grand Forks

- Choral readings and poetry were enjoyed by the children.

Halstad

- Each child from the age of 7 and on up worked at the Apple Computer on the average of one half hour a day during the program. Students worked on math, reading, spelling, careers, and graphics. The older students worked on computer programming.

Kennedy

- Science teacher organized and directed a bird watching walk at Lake Bronson State Park. Birds seen were identified, types of nests noted and classroom science class follow-up conducted.
- Students attended the youth parade, watched a threshing bee and watched the shoeing of horses as part of the Centennial celebration at Hallock.
- The children enjoyed a visit to the Kittson County fair. They saw the 4-H and animal exhibits.
- An all school Birthday Party was sponsored by the art class. Children with birthdays from January to June were celebrated. A pinata was made and was broken by the children.
- The Fiesta was a day for parents and an opportunity for the students to show what they had accomplished during the six weeks of attendance. The mayor also attended the event. A PAC meeting was held, Mexican food was prepared, and prizes were awarded for various types of achievements.

Montevideo-Ramsey

- A valuable component was the addition of Career Education. The students were exposed to many career choices, met interesting people in career areas, and took part in many worthwhile classroom activities.

Montevideo-Sanford

- The culminating event for culture was an Open Market or Mercado Mexicana. Level IV students worked very hard making ponchos, masks, paper dolls, jewelry, pottery, and games (in Spanish) to sell to Level I, II, and III with play money. The six weeks cultural activities were planned around this theme.
- The Apple Computers, video taping of student skits and listening centers have added enrichment and stimulus toward improving math, reading, and oral language skills.
- The Career pilot program was a nice addition to our six-week program. It gave us a structured beginning for each level to work on career exploration. We were able to get local people more involved as speakers coming into the classroom sharing their talents and also for the field trips that provided an opportunity for seeing the career in action.
- To celebrate Clown Day, children designed costumes, had their faces painted, listened to clown stories and circus music.
- During Field Day, all the students participated in games, such as 50 yard dash, softball throw, bubble gum blowing, soccer, sack race, etc. Participants were awarded ribbons.
- Open House activities with the Montevideo Ramsey project included pot luck supper, room visitation, a carnival for the children and bingo for the parents.

Moorhead

- Computer classes were made available to students.
- Career day was held every two weeks.

Owatonna

- Field trips emphasizing career exploration were made to: Owatonna Tool Company, Bell Telephone Co., Police Station, Airport, Dairy Farm, Oxbow Park, Bank, Veterinarian, Owatonna People's Press, and Library.
- Local guests were invited to speak to the students from the Ambulance Service, the Public Health Service and the Fire Chief, brought his Truck.
- We held a cultural exchange with Trinity Lutheran Church Bible School. Children sang for each other and had popcorn and juice.
- Each Monday, two children from each level were named "Citizens of the Week".
- We celebrated "Minnesota Day" by dressing up in winter gear and eating bratwurst and sauerkraut. Minnesota State Representative Tom Shea was the guest speaker.
- Fiesta Day was a huge success. Lots of booths, iron-on T-shirts and face paintings.
- Open House was attended by 265 people. The children performed for their parents.
- The children visited nursing home and sang for the residents.
- Expression Day was sponsored by the arts and crafts classes.

Owatonna (Contd.)

- Graduation night for GED students was held.
- Career field trips and computer time were held as part of the 143 project.

Renville

- The open house was focused towards improving the project's public relations with the community. Special invitations were sent to: school board members, owners of grocery stores, drug stores, hardware stores, doctors and dentists, all sugar beet growers in the area, and ministers of all local churches. The Open House was so successful that the Parent Advisory Council, through its officers, published a "Thank You" article in the local newspaper. The PAC officers addressed their thank you message to the local school board and the community for hosting the Migrant Education project this summer.
- Director's breakfast meetings were held each Thursday morning with teachers, resource teacher, and enrichment class teachers.
- Local Library donated books for a migrant school library.
- Migrant Education T-shirts were made available through the project.
- Every Friday children gather in the music room for a lesson in Spanish culture. The object of all the lessons was to encourage the children to take pride in their Spanish ancestry and to learn about the Mexican American culture.
- The Physical Education classes participated in a field day. Boys and girls participated in various sports. These events were followed by presentation of awards.
- Children and adults made a field trip to Willmar. Visited were Kandiyohi County Museum, Sperry House, agriculture barn, school house, grandpa's shed, and the old train. A picnic was held at Robbin's Island.

Page 2 UPDATE

October 1980

Thanks to stepped-up state efforts

More migrant students can complete their high school programs

Last summer was a breakthrough for the Migrant Education Unit's secondary program. Almost 600 migrant high school students were served at seven sites across the state, compared with only two sites last year.

Over 230 of these students had the credits they earned in their six to 10 weeks of English, mathematics, science, and social studies transferred back to their home schools in the South, thus ensuring an unbroken education despite a migratory life style.

"Continuity's the key word," said Pete Moreno, director of the state's migrant education program.

Expanded education opportunities for migrant high schoolers is one reason for this greater continuity. Another is dramatically improved communication between the summer projects and the home school districts.

"We can put the districts in direct contact now," said Moreno. "This individualizes and personalizes the situation with the student. Through the federal Interstate Credit Exchange Program, Moreno and migrant education officials from other northern states have visited the

home districts of many of their migrant students.

"We get to know the superintendents, principals, and counselors firsthand," he said. "We talk to them on an eyeball-to-eyeball level. This gives us immediate access to information about exactly where a student is—courses taken, grade level reached, the quality of work, individual strengths and weaknesses. We can track a student through the system, avoid duplications or omissions in his or her program, and handle problems as they arise.

"Before, the kid was often just lost in the shuffle," Moreno continued. "Now the system is much more sophisticated. Officials in both the home and summer school districts can be sure that the student takes just what is needed to continue progressing efficiently toward graduation. The student can even choose which school he or she will graduate from—for example, she can be in Minnesota for the summer, finish her course work here, yet receive her diploma from her home school in Texas while attending ceremonies here.

"That's interagency cooperation at its zenith!" Moreno said.

In addition to developing communication links between Minnesota and home school districts, the Migrant Education Unit helps local districts set up effective summer programs by supplying technical assistance and help in developing curriculum and selecting staff.

"The secondary program will continue to grow," Moreno said. "In the 1970 census, the dropout rate of migrant students was 90 percent. Only one-tenth of eligible migrant students go to high school in the first place, and only one-tenth of those graduated. But that's changing now."

Moreno speculated that much of the change is due to attitude. The home base schools want to cooperate with receiver schools. Migrant parents, while proud of their hard-working heritage, see less and less of a future for hand-labor because of changes in farming methods. They recognize, therefore, the primary importance of education for their children.

The students themselves show very high motivation.

"You have to give them a lot of the credit," said Rebecca Garay-Heslan, state migrant education specialist in

curriculum. "It takes a pretty extraordinary kid to work all day in the fields, then take a long bus ride three or four times a week to evening classes that often last three or four hours."

According to Moreno, "The enthusiasm, dedication, and commitment of all concerned—school officials, parents, students, local project staff, and outreach workers—blend together to create an educational atmosphere not easily matched in the regular classroom."

The Migrant Education Unit plans to step up its efforts to expand the secondary program. It will continue to encourage sites that offer elementary programs to broaden their offerings to serve high school students as well.

The seven sites that offered secondary programs this past summer were Bird Island-Renville, Breckenridge-Tintah, Grand Forks, Kennedy, Montevideo, Owatonna (also serving Blooming Prairie), and Moorhead.

For further information about the migrant education secondary program, contact Pete Moreno, director, Migrant Education, 809 Capitol Square Bldg., St. Paul 55101 (612/296-0324).

Help available to schools with settled-out migrants

This summer, 15 local Migrant Education projects were in operation statewide to provide instructional programs for approximately 2,100 elementary and secondary migrant students. Although most migrant families leave the state after their agricultural work is completed, a small percentage of families stay and establish residence in Minnesota.

Settled-out migrant students are eligible for special supplemental services available through the State Migrant Education program during

their first five years as residents of Minnesota school districts.

To assist these newly settled-out students to adjust and to participate successfully in the regular curriculum and other district programs, tutorial services with special emphasis on oral language development, reading, and math may be provided under a federal Migrant Education grant.

Funding is available through the state education department's Migrant Education program to assist districts in providing such supplemental services during the school year. Migrant Education Unit staff in the department will provide technical assistance upon request in assessing migrant students' need for services, in developing services, and in applying for funding.

For further information, contact Peter Moreno, supervisor, Migrant Education Unit, 809 Capitol Square Building, St. Paul 55101 (612/296-0324).

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BRIDGE OF UNIVERSITY OF MINNESOTA TECHNICAL COLLEGE
CROOKSTON, MINNESOTA, MONDAY, JUNE 10, 1958

PRICE 10 CENTS

Migrant school: a chance to catch up

By Katherine Reed
Times Staff Writer

About 10 students begin classes last week at the Crookston Migrant School, and staff members expect to see that our migrant grow in coming weeks.

The goal of migrant school, according to Washington Elementary Principal Mary Arneson, who administers the program, is "to provide remedial instruction." The school gives children of migrant workers, who may miss part of their education because they're on the move, with a chance to catch up to their peers.

Students are bused to a grade or two behind their classmates. Without the school, migrant children might miss about a half of their education, Arneson estimates.

"Take a third grade year and pretty soon you've lost quite a bit," he said. The program is divided into three parts: Preschool, for infants, kindergarten, for children about 5 years old, and Title I, which serves school-age children. Working up to 25 years old may attend, although the Crookston program only runs through grade school. Students take classes in English, reading, social studies, mathematics and physical education.

The program was started by area churches in 1955, using an entirely voluntary staff. Arneson said. In 1956, the federal government began to fund migrant schools, and "people started to get paid." Federal Title I funds now cover the entire Title I program here. The Minnesota Department of Education now sets some curriculum guidelines for the state's 14 migrant schools, and "there's some continuity now." Students' courses and records now flow between here and Tucson, where most of the Crookston students live during the rest of the year.

Reading and oral language course materials attempt to address, as much as possible, the students' linguistic roots.

"As American citizens, they're going to be taught in English, but we want to preserve their culture as long as we can," said Jerry Kauten, Title I resource teacher and science teacher at the school.

At present, all but two of the students are fluent in English, and these have some English abilities. But a bilingual person sits in on each lower-level class at all times.

"In case of immigration or whatever, they may not be back to Spanish," Kauten said.

Because the students enter school at a variety of levels, classes are designed to meet their specific abilities, Kauten said. The reading classes, for example, include about 10 different levels.

Students eat breakfast, lunch and a snack at school; the philosophy behind the meals is to acquaint children with a variety of foods, Arneson said.

In the Preschool and Kindergarten programs, students work with different kinds of objects to "teach them to how things work," according to Director Wayne Kuhlmann.

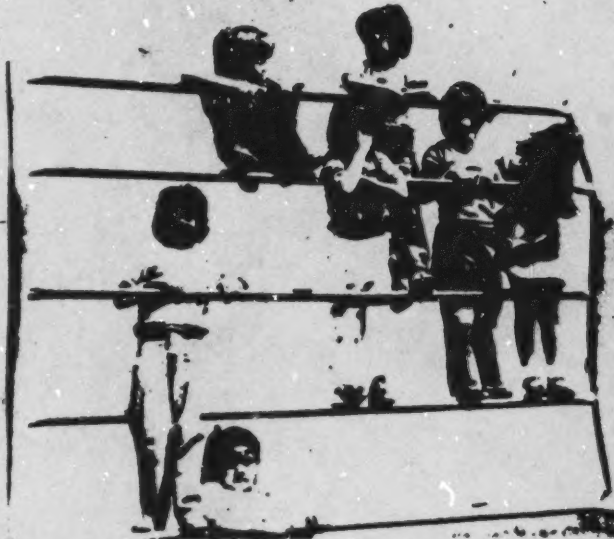
"There's a lot of emphasis on art materials, books, imaginative and

role play, block building — low range work," he said. "They experiment with the properties of balance, using space, manipulation, color sorting, coordination."

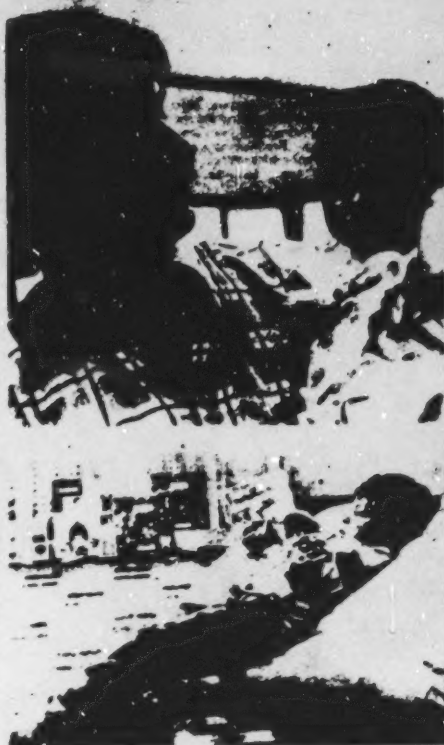
Enrollment in Migrant School has doubled over the past few years, according to Arneson, which he attributes to two basic causes: "less illiteracy and illiteracy." Improved agricultural technology means less work for the student parents, he said.

Although some members of the community complain that migrant schools serve only to baby old students while their parents are working, Arneson says their function is more important. But giving the children something to do during the day is, at least, one of the school's immediate benefits.

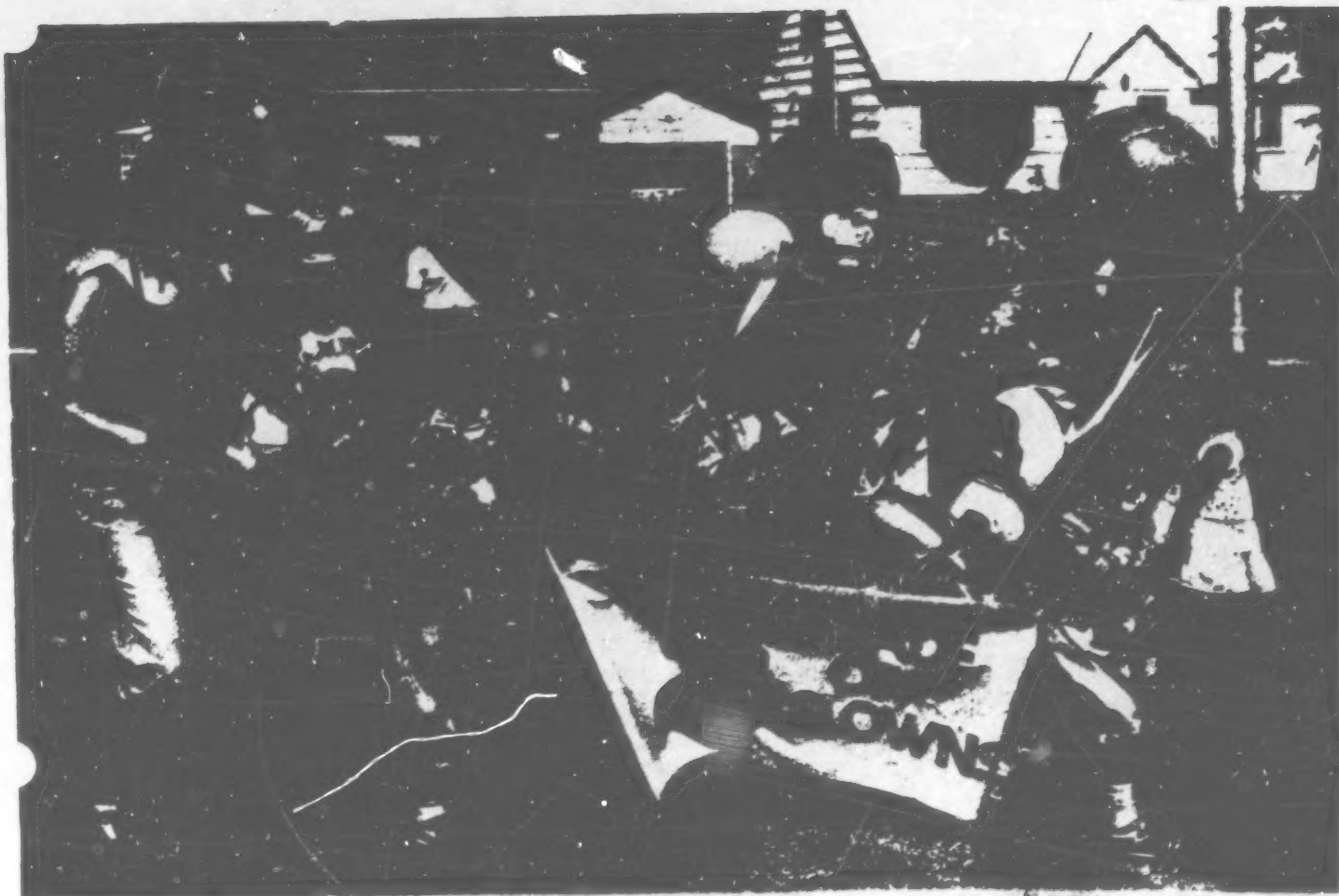
"The options they have as migrant children are probably less favorable out of school," said Kauten. "They may all be in a pickup all day while their folks are working. School provides them with social interaction, balanced meals and educational opportunities."



Members of the Headstart class at Migrant School make a play of playground equipment, above. At left, Preschool and Headstart Director Wayne Kuhlmann holds student Kristy Fomason. Below, left, Reading Agency releases with a book. Below, a student catches a whale after a long waiting.



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*Little
Muchachos
on parade*

Grant school children at Edison School
celebrated Independence Day
by dressing up as clowns and
putting their own parade. The children
shown here are all pre-schoolers.